

# ocial udies

# ontent tandards

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## **INTRODUCTION/OVERVIEW**

### **PREFACE**

These Social Studies Standards are set forth to ensure graduates of South Dakota’s public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities.

In 1997, the South Dakota State Legislature passed SB170 that amended South Dakota Codified Law 13-3-48 to address the issue of challenging state content standards. The adopted amendment reads as follows: “The Secretary of the Department of Education and Cultural Affairs [now the Department of Education] shall prepare and submit for approval of the South Dakota Board of Education academic content standards in language arts, mathematics, social studies, and science for grades one through twelve. Each school district shall adopt and implement clearly defined and measurable course guidelines so as to meet the state academic content standards.”

With input from students, parents, teachers, and communities of South Dakota, the Social Studies Standards Revision Committee was charged with revision of the current South Dakota Content Standards and Performance Descriptors. The final document evolved from recent research in best practices in teaching, the No Child Left Behind legislation, experience in classrooms with the existing South Dakota Content Standards, the evolution of published standards from other states, the national standards for social studies, United States history, geography, civics, and economics and the National Assessment of Educational Progress (NAEP) frameworks and descriptors, numerous professional publications, and lengthy discussions by experienced kindergarten through grade sixteen South Dakota educators. The state standards selected for use as references were those judged to be of the best quality by numerous national organization. (See Appendix B for specific sources used.)

The content students need to acquire at each grade level is stated explicitly in these standards. With student mastery of this content, South Dakota schools will be competitive with the best educational systems in other states and nations. The standards are comprehensive and specific, they are rigorous, and they represent South Dakota’s commitment to excellence. The standards are firm but not unyielding; they will be modified in future years to reflect new research and scholarship.

### **THE PURPOSE OF THE SOUTH DAKOTA SOCIAL STUDIES STANDARDS DOCUMENT**

The South Dakota Social Studies Standards provide a listing of essential core content to be taught and learned. The standards are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade.

Performance descriptors bridge the content standards to assessments of the standards, provide information to teachers and students regarding student progress toward mastery of the standards, and specify targets for instruction and learning. The document presents a starting point for informed dialogue among those dedicated and committed to quality education in South Dakota. By providing a common set of goals and expectations for all students in all schools, this dialogue will be strengthened and enhanced.

## KEY CONSIDERATIONS FOR SOCIAL STUDIES STANDARDS DEVELOPMENT

Perhaps more than any other discipline, the social studies can and should provide students an opportunity to grow as independent decision-makers. This burden informs pedagogy and strategy for instruction. The standards in this document must be considered a vehicle to greater educational goals. The standards are developmentally appropriate and logically sequenced for use as a framework to assist student growth in the following skills:

1. Responsible citizenship found in the Civic (Government) standards.
2. Spatial awareness found in the Geography standards.
3. Economic literacy found in the Economics standards.
4. Historical analysis found in the World and U.S. History standards.

Geography is studied through the framework of the five themes: Location, Place, Human-Environment Interaction, Movement, and Regions

In classrooms, teachers can use the above skills to evaluate instruction. In districts, curricular construction should make use of the above skills to color curricular decisions. And most significantly, statewide assessments shall focus on the measurement of the skills, using content as a tool to evaluate student growth in the above skills. The standards in this document provide a roadmap to avoid redundancy except when necessary and to supply consistency across the state. However, teachers are not restricted to only the content represented. The depth and breadth of the social studies should provide teachers endless possibilities to create enlivened lessons that foster student advancement in social studies skills. Teachers shall measure instructional success by student advancement and not the amount of material covered or the quantity memorized. The following standards can guide the content selection to promote student achievement but are not intended to limit instructional innovation. The social studies teacher aspires to provide instruction in the standards through meaningful, challenging, integrated, and active lessons. The standards support teachers in this quest.

The foundation of these state standards is designed to foster responsible decision making that benefits the local and tribal community, state, nation, and world. Responsible citizens are informed and active. They recognize their roles in connection with the world. The social studies standards are organized into five strands: U.S. History, World History, Geography, Civics (Government), and Economics. Each strand is addressed at every grade level with increasing rigor and relevance. Students in South Dakota should actively apply this knowledge through projects, classroom involvement, and volunteerism.

As students move from kindergarten through grade 12, levels of cognitive demand and complexity of content, skills, and processes increase. New skills emerge and basic skills are subsumed within more advanced skills as students progress through the grades. Based on information available through national standards work and developmental research, consideration has been given in these standards to the developmental appropriateness of skills required at each grade level. In consideration of developmental appropriateness, the committee has provided emphasis in each grade span as follows.

- Kindergarten through grade 2 standards emphasize building foundational skills in U.S. History, Geography, citizenship, patriotism, Civics, and Economics. Teachers guide students through a variety of activities to learn this content.
- Grades 3 through 5 standards continue the emphasis on citizenship in the larger community at grade 3, South Dakota history in the context of U.S. History and expansion at grade 4, and U. S. History at grade 5.
- Grades 6 through 8 emphasize World History, Geography, and U.S. History. Though the committee believes the understanding of personal finance is crucial to our economic development, it is difficult to provide an adequate emphasis for personal finance in the social studies standards alone. If at all possible, middle schools should integrate personal finance instruction into all areas of the curriculum.
- Grade 6 standards are a survey of World History prehistory to 1500 A.D.
- Grade 7 standards emphasize geographic skills and concepts.
- Grade 8 standards emphasize United States history from the Revolutionary War to Reconstruction.
- Grade 9 through 12 standards emphasize United States history from Reconstruction (1877) to the present-day.
- Grades 9 through 12 standards emphasize World History from the Renaissance to present-day.
- Grades 9 through 12 standards emphasize continuing mastery of all of the strands through the integration and application of knowledge about the facts and events that shape history. At the high school level, Economics standards should be integrated into the teaching of U.S. History, World History, Geography, and Civics (Government) whether or not a separate economics class is available because an understanding of economics is central to the understanding of causes and effects in each of these social studies strands.
- Classes may be configured in many ways at the high school level. Whatever that configuration, all Core High School Standards should be embedded in the courses taken by all students as a condition of graduation from any South Dakota public school.
- The increase in the level of social studies mastery is a life-long process.

Grade-level standards specify what students should know and be able to do by the end of each grade level while curriculum specifies what teachers will teach. Because standards are not curriculum, any necessary review embedded in curriculum does not appear from grade-to-grade across grade-level standards. Teachers are charged with introducing skills in earlier grades before mastery is expected and with reviewing skills students will need to use in mastering the grade-level standards.

The Social Studies Standards Revision Committee developed these standards based on several concepts that all teachers and students of social studies should keep in mind during the learning process:

- Technology is a tool of social studies research and study. Information and communication technology literacy is important to social studies teaching and learning. Access to technology is an opportunity that should be available to every South Dakota student.
- Reading and mathematics are basic to the acquisition and communication of historic, geographic, economic and civic knowledge. Emerging mastery of the social studies rests heavily upon students' application of reading and mathematics.
- Teaching and learning in a standards-based system is not a textbook-driven process. Textbooks are tools that, when used appropriately, enhance teaching and learning by providing instructional materials relevant to the specified standards.
- While standards are the core that all students should learn and master, teachers will expand upon these standards and introduce related topics to students in the course of instruction.
- The state of South Dakota offers many opportunities for learning about the history and geography of the United States and its diverse peoples. Teachers may take advantage of these opportunities to make social studies relevant to students. (See the Resource list in Appendix C for a few ideas.)
- Social Studies is participatory, not passive knowledge acquisition, especially in a democracy. While skills are taught through the content, hands-on opportunities for experiencing the analytical thinking, objective research, problem solving, and civic action that characterize responsible citizenship should be provided universally to every South Dakota student.
- World History standards have been created as a separate strand of social studies standards. This decision was made based both on the attention to World History in national standards, and because the changing environment in which students live requires a global awareness that gives context to our own history and national aspirations.
- One of the two Civics (Government) indicators emphasizes the importance of citizenship and civic literacy. The committee feels this emphasis is necessary to develop the traits of responsible citizenship.
- Economic, financial, and business literacy are important to an understanding of historical events and outcomes, and are important to students' potential success in their lifetimes. There are many opportunities in social studies to teach students economic literacy and to practice relevant skills. Some examples have been provided, but they are by no means exhaustive. Resources are provided to assist teachers in further investigations in this area. (See Appendix C.)
- To achieve responsible citizenship, students need to be self-directed in their problem solving and decision making abilities. Every student of social studies should be given opportunities to learn, acquire, and apply problem-solving skills through problem-based learning activities in social studies.



- Community resources (such as veterans' and civic organizations, elected officials, and special interest groups) and current events can be used to bring social studies content to life and render the standards relevant to students.

Teachers and researchers have learned that in order for students to demonstrate mastery of skills specified in the standards on summative (end-of-year) assessments, **teachers must teach and students must learn at a level of fluency that exceeds the apparent expectations of the grade-level standard.** For this reason, teachers must be knowledgeable and talented in teaching the content, skills, and processes described in standards immediately below and above as well as at their own grade-level assignment.

## FORMAT OF THE STANDARDS DOCUMENT

### Standards

The standards are the targets all students need to meet at the proficient level by the end of each grade level. The standards are presented in two formats. The first format organizes the standards by grade level so a student, parent, classroom teacher, administrator, or local school board member can quickly review what learning is expected at each specific grade. The Bloom's Taxonomy level of cognitive challenge is listed in the standards document to make clear the level at which each standard should be assessed.

At grades 9 through 12, schools teach skills and courses in a variety of configurations to accommodate students and school personnel, especially in rural settings. For this reason, the grade-level standards are grouped into core and advanced standards. The core high school standards include the content, skills, and knowledge all students are expected to meet by graduation. The advanced high school standards apply to students who have completed the core standards and choose an advanced social studies curriculum. Students who plan to attend post-secondary educational institutions should complete social studies courses reflected in the advanced standards. However, these advanced social studies standards may also be incorporated into elective social studies courses that all students should have the opportunity to learn and master.

All standards in each grade level and the core standards for high school need to be met at the proficient level by the time students are tested for these skills on the state assessments. For early grades not assessed on the state assessments, students need to master the standards at each grade level in order to be adequately prepared to meet the next grade-level standards and subsequently, to achieve the proficient level at the grade levels tested.

In the second format, the standards are provided in a side-by-side format so the alignment of standards from grade-to-grade is immediately apparent. This section of the document contains content goals, indicators, and grade-level standards. Each has a role in shaping the expected outcomes for South Dakota students.

- **Strands** are the broad conceptual content areas that define social studies. They are: U. S. History, World History, Geography, Civics (Government), and Economics.
- **Indicators** are the common threads of a strand that represent expected outcomes for all students preparing to graduate from South Dakota schools.
- **Grade-level content standards** represent expected outcomes for students completing each grade level.
- **Grade-level supporting skills** represent enabling skills students may need to be taught in order to achieve the standards. Those identified by a (•) bullet are enablers to the specific grade-level standard. Those identified by a checkmark (✓) are enablers to the next higher grade-level standards that are related to current grade-level standards and thus may be introduced at this earlier grade level.
- **Examples** represent some possible materials, activities, or sub-skills classroom instructors could use in teaching the standards or supporting skills. Examples are not provided where the meaning of the standard should be evident to the reader. While the intention of providing examples is to clarify what is intended in terms of the complexity and level of challenge of the standard, these examples do not represent actual test items that will appear on the assessment.

### Performance Descriptors

The performance descriptors are organized into proficiency levels. These proficiency levels describe the content and processes that a student at a given proficiency level would be expected to know, demonstrate, or perform. To identify increasing proficiency in social studies, the levels are labeled as follows:

- **Advanced:** A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a high level of difficulty, complexity, or fluency beyond that specified by the grade-level standards.
- **Proficient:** A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the grade-level standards.
- **Basic:** A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity, or fluency specified by the grade-level standards.

A student performing below the basic level is unable to perform the content standards for the grade. Therefore, no description is provided below the basic level.

## ENGLISH LANGUAGE LEARNER PERFORMANCE DESCRIPTORS FOR SOCIAL STUDIES

The social studies content standards for South Dakota students who are English language learners (ELL) are the same as those specified for all students. However, these students must overcome the additional barrier of learning in a language other than their first language. For this reason, performance descriptors that link the progress of ELL students to content standards that all students must meet are included in this document. The ELL performance descriptors reflect the progress of these students toward mastering English as well as progress toward academic achievement proficiency in social studies.

The challenges for ELL students in meeting the social studies content standards are more complex than a simple matter of translating the information into their native languages. The interplay of language, cultural context, and content converge to make the difference in meaning broader than a simple one-to-one translation. In order to neutralize the impact of these challenges, the committee sought to describe the core performance of ELL students in progressing toward and meeting the standards as language proficiency emerges for each achievement level.

The curriculum of the English language learning program in social studies is aligned with these performance descriptors. By aligning the curriculum goals and objectives of the program to the performance descriptors, teachers are able to track the progress of students through the program and determine their readiness to meet the social studies content standards intended to be met by all South Dakota students.

ELL social studies performance descriptors are organized into proficiency levels. Five achievement levels are provided to fully describe ELL student progress toward the standards. The descriptions for pre-emergent, emergent and basic levels emphasize language acquisition. The descriptions for intermediate and proficient levels emphasize acquisition of social studies skills in the context of growing language proficiency. These proficiency levels describe how an ELL student performs social studies in English and reflect increasing acquisition of English language skills and progress toward meeting the social studies standards. To identify increasing proficiency in English language acquisition in social studies, the levels for English language learners contained in this document are labeled as follows:

- **Proficient:** An ELL student performing at the proficient level in social studies reads, writes, speaks, and listens in English with language proficiency adequate to meet expectations for the student's grade level.
- **Intermediate:** An ELL student performing at the intermediate level in social studies reads, writes, speaks, and listens in English with language proficiency adequate to meet some expectations for the student's grade level, but is not yet fluent enough to sufficiently meet grade-level expectations.
- **Basic:** An ELL student performing at the basic level in social studies is starting to read, write, speak, and listen in English, but is not fluent enough to function in English without assistance.

- **Emergent:** An ELL student performing at the emergent level in social studies has very little ability to read, write, speak, and listen in English. The student has a few isolated words.
- **Pre-emergent:** An ELL student performing at the pre-emergent level in social studies does not understand enough language to read, write, speak, and listen in English.

English language learners are considered ready to engage fully in social studies content instruction when they achieve an Intermediate performance level. When these students reach a Proficient level of English language proficiency, they are expected to be ready to perform social studies standards at the Proficient level.

## ADDITIONAL RESOURCES

Since this document uses appropriate social studies terminology, a reader may occasionally encounter an unfamiliar term. In order to assist the reader with terminology used in this document, a **glossary** has been included with specific definitions to clarify intended meaning.

In addition, a **resource list** is provided in the appendix as a sampling of possible information sources. Because new resources are constantly becoming available, this list is intended to be neither an exhaustive nor a required list of resources.

## A MESSAGE TO TEACHERS, PRINCIPALS, SUPERINTENDENTS, AND OTHERS WHO WILL USE THE DOCUMENT

The Social Studies Standards Committee was made up of a group of K-16 teachers who collaborated to establish a starting point for reaching South Dakota's goal: each student performing to at least the proficient level.

A set of standards is simply a place to begin—it lays the foundation for measurable, consistent, high-level student learning; however, teachers must consider the needs of their individual students and select the methods that will work best for their classrooms. Examples and lists of supporting skills have been provided to clarify but not limit the meaning of the standards. ***The curriculum of each district must provide students with rigor and topics beyond those of the standards in order to ensure mastery.***

Clearly, there is more to teaching and learning than these standards. Adjustments will need to be made for those students who exceed the standards and for those who cannot easily meet them. The standards are a starting point in creating an environment where students can learn to live and thrive in a constantly changing, increasingly complex world.

## CONCLUSION

The committee provides, through the standards document, a framework for the teaching and learning of social studies content. The committee wishes to emphasize, however, that the real goal of social studies teachers is to inspire students to become committed, participating citizens. This requires that students develop skills and dispositions that are difficult to assess. Teachers who accomplish this goal with students practice the art as well as the science of teaching. They are professionals, who prioritize content that leads to citizenship skill development, beyond the achievement of the stated social studies standards, rather than teaching simply to either “cover” the material or teaching to the test. Social Studies is so much more than facts and dates; it is the singular discipline that can help students shape their lives, if teachers create that kind of atmosphere. The committee members believe that civic virtues are embedded within the standards but are not specifically addressed due to the inability to measure them, i.e., volunteerism, honesty, loyalty. They are confident that teachers will emphasize the importance of these vital components of social studies teaching and learning.

# **SOCIAL STUDIES STANDARDS**

## **K-12**

### **Goals and Indicators**

#### **U.S. HISTORY**

**Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**RATIONALE:** United States history is the cultural history of the nation. A knowledge of facts, people, and events that shaped our nation are essential to form a common memory of where our nation has been, what core events and values formed the nation, and what events and persons made decisions in the past that account for present circumstances. The organization of the standards rests on the belief that history is founded in chronology that allows knowledgeable students to appreciate the patterns of cause and effect evident in historical decisions.

**Indicator 1:** *Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.*

**Indicator 2:** *Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.*

#### **WORLD HISTORY**

**Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.**

**RATIONALE:** World History standards have been created as a separate strand of social studies standards based both on the attention to World History in national standards, and because the changing environment in which students live requires a global awareness that gives context to our own history and national aspirations. The organization of the standards is intended to help students probe specific historical events, ideas, movements, persons, and documents throughout world history that relate to the history and role of the United States in world events.

**Indicator 1:** *Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.*

**Indicator 2:** *Evaluate the interaction of world cultures and civilizations, philosophies, and religions.*

## **GEOGRAPHY**

**Goal 3 – Students will understand the interrelationships of people, places, and the environment.**

**RATIONALE:** Geography is the study of the United States and the world in spatial terms, providing a sense of place and regions, a knowledge of the physical systems that affect the characteristics, distribution, migration, and settlement of people, and the uses of resources. It is studied through the framework of the five themes: Location, Place, Human-Environment Interaction, Movement, and Regions. The geographically knowledgeable student recognizes the interactions of place and people, and the impact of that interaction on history, economics, and governments.

**Indicator 1:** *Analyze information from geographic representation, tools, and technology to define location, place, and region.*

## **CIVICS (GOVERNMENT)**

**Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.**

**RATIONALE:** Civics (Government) emphasizes the importance of citizenship and civic literacy. This emphasis is necessary to develop the traits of responsible citizenship. The health of a democracy depends upon a well-informed and civic-minded citizenry to sustain it in an increasingly interdependent world.

**Indicator 1:** *Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.*

**Indicator 2:** *Analyze the constitutional rights and responsibilities of United States citizens.*

## **ECONOMICS**

**Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

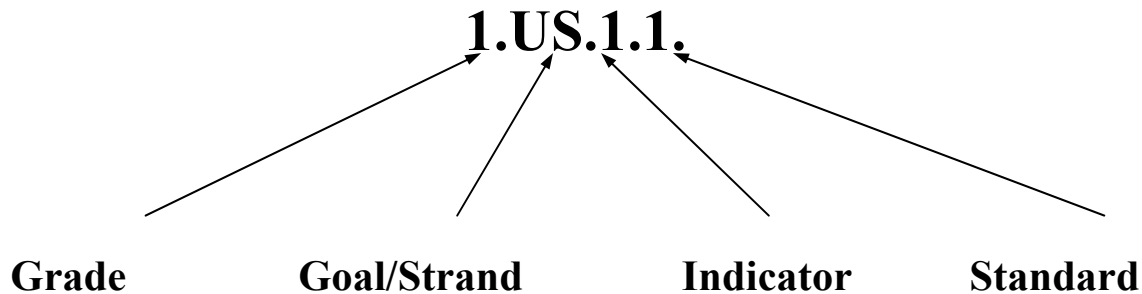
**RATIONALE:** Economic, financial, and business literacy are important to an understanding of historical events and outcomes, and are important to students' potential success in their lifetimes. These principles affect individuals in their roles as consumers and producers, how they vote in national, state, and local elections. Becoming economically literate enables students to function more effectively as citizens in making decisions about personal financial decisions and public policy.

**Indicator 1:** *Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.*

## Guide to the Numbering and Symbol System

### Used in the Document

Standards are coded to cross-reference grades, goals/strands, indicators, and standards.



**Grade** refers to the grade level at which the standards are to be mastered by students.

**Goal or Strand** refers to the major area of social studies this group of standards address. These strands are coded:

**US** for United States History

**W** for World History

**G** for Geography

**C** for Civics (Government)

**E** for Economics

**Indicator** refers to the number of the indicator for this goal or strand. Each goal has one or more related indicators that describe key aspects of the goal.

**Standard** refers to the number of the grade-level standard for the indicator. Each indicator has one or more grade-level standard(s) that describes what students will know and be able to do related to the indicator at the specific grade level.

**Examples** in bold type are directly related and aligned to the level of the standard. These examples represent the level of difficulty intended in the grade-level standard and possible materials, activities, or sub-skills classroom instructors could use in teaching the standards.

**Grade-level supporting skills** represent enabling skills students may need to be taught in order to achieve the standards.

(•) **Bullets** represent enabling skills to the current grade-level standard students may need to be taught in order to achieve the standards.

(√) **Checkmarks** are enabling skills to the next higher grade-level standards that are related to current grade-level standards and thus may be introduced at an earlier time.

Examples that are NOT in bold type are related and aligned to the level of the bullets/supporting skills and checkmarks. These examples represent the level of difficulty intended in the grade-level standard. They represent some possible materials, activities, or sub-skills classroom instructors could use in teaching the supporting skills.



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS  
K-2**

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**Kindergarten U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	✓ Students are able to identify examples of legendary and/or historical American figures.  Example: Create a class big book about American figures, such as Johnny Appleseed, Lewis & Clark, Sacagawea, Abraham Lincoln, George Washington, Squanto, and George Washington Carver.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

*Note: These skills should be taught and practiced although mastery is not expected at these grade levels.*

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	✓ Students are able to identify local and national celebrations,  Example: Listen to literature about Native American Day, Veterans' Day, Thanksgiving, Independence Day, Martin Luther King Day, and Presidents' Day.

**Kindergarten U.S. History  
Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until second grade.)

**Kindergarten World History  
Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

## Kindergarten Geography Grade Standards, Supporting Skills, and Examples

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>K.G.1.1. Students are able to use map colors to recognize land and water.</b> <b>Example:</b> Color land and water on a simple map.
(Comprehension)	<b>K.G.1.2. Students are able to compare the globe and a map as models of the earth.</b> <b>Example:</b> Describe differences between a map and a globe.
(Application)	<b>K.G.1.3. Students are able to demonstrate familiarity with the layout of his or her school.</b> <b>Example:</b> Go on a treasure hunt through the school. ✓ Use a map and map symbols to name directions and poles.

### Kindergarten Geography Performance Descriptors

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a simple map with areas of land and water;</li> <li>• name similarities and differences of maps and globes;</li> <li>• guide others to specific areas of their school.</li> </ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• apply map colors to recognize land and water;</li> <li>• compare the globe and a map as models of the earth;</li> <li>• demonstrate familiarity of school's layout through daily tasks.</li> </ul>
<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify land and water on a map;</li> <li>• identify a map and a globe;</li> <li>• identify specific areas of the school.</li> </ul>

### Kindergarten Geography ELL Performance Descriptors

<b>Proficient</b>	<b>Kindergarten ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify land and water on a map;</li> <li>• identify a map and a globe;</li> <li>• identify specific areas of the school.</li> </ul>
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<b>Intermediate</b>	<b>Kindergarten ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify land on a map;</li> <li>• identify a globe;</li> <li>• recognize that different areas exist in the school.</li> </ul>
<b>Basic</b>	<b>Kindergarten ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify water on a map;</li> <li>• identify a map;</li> <li>• recognize different areas in the classroom.</li> </ul>
<b>Emergent</b>	<b>Kindergarten ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize the different colors on a map;</li> <li>• recognize the location of the classroom in the school.</li> </ul>
<b>Pre-emergent</b>	<b>Kindergarten ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Kindergarten Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	✓ Students are able to identify patriotic symbols and participate in activities.  Examples: national flag , Pledge of Allegiance, Mount Rushmore

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	✓ Students are able to recognize the important actions required in demonstrating citizenship.  Examples: Kids Voting; sharing responsibilities and respecting roles of members and leaders in a group; identifying ways to help others; respecting individual opinions and actions  ✓ Name the attributes of a good citizen.  Example: Listen and respond to literature with underlying themes of trust, respect, responsibility, fairness, caring.  Example: Character Counts or similar activities.

**Kindergarten Civics (Government)**  
**Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

# Kindergarten Economics Grade Standards, Supporting Skills, and Examples

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>K.E.1.1. Students are able to identify occupations with simple descriptions of work.</b>
(Knowledge)	<b>K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).</b> <b>Example:</b> Create a booklet using magazine pictures to show wants and needs.
(Comprehension)	<b>K.E.1.3. Students are able to describe the role of money in everyday life.</b> <b>Example:</b> Role play using money to purchase goods such as groceries; use money to pay for services such as babysitting.

## Kindergarten Economics Performance Descriptors

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• identify job requirements for an occupation;</li> <li>• categorize pictures into needs and wants;</li> <li>• describe how money can be used other than purchasing goods.</li> </ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify occupations with simple descriptions of work;</li> <li>• identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries);</li> <li>• describe the role of money in everyday life.</li> </ul>
<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name at least three occupations;</li> <li>• name a basic need and a want;</li> <li>• tell one use for money.</li> </ul>

## Kindergarten Economics ELL Performance Descriptors

<b>Proficient</b>	<b>Kindergarten ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• name at least three occupations;</li> <li>• name a basic need and a want;</li> <li>• tell one use for money.</li> </ul>
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<b>Intermediate</b>	<b>Kindergarten ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name at least two occupations;</li> <li>• name a basic want;</li> <li>• name the value of the coins.</li> </ul>
<b>Basic</b>	<b>Kindergarten ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one occupation;</li> <li>• name a basic need;</li> <li>• identify different coins.</li> </ul>
<b>Emergent</b>	<b>Kindergarten ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• know what an occupation is;</li> <li>• know basic needs;</li> <li>• know what money is.</li> </ul>
<b>Pre-emergent</b>	<b>Kindergarten ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>1.U.S.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.</b></p> <p><b>Example:</b> Use primary sources such as documents, letters, diaries, maps, photos, videos, and oral histories.</p> <p>✓ Identify the accomplishments of historical figures.</p> <p>Examples: Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, Crazy Horse, Billy Mills, Charles Curtis, and Abraham Lincoln</p> <p>✓ Identify ways people, places, and things change over time.</p> <p>Examples: transportation, communication, clothing, schools, and communities</p>

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>1.U.S.2.1. Students are able to connect people and events honored in commemorative holidays.</b></p> <p><b>Example:</b> Write letters to veterans on Veterans' Day.</p> <p><b>Example:</b> Role play the first Thanksgiving feast.</p> <p><b>Example:</b> Build a Native American village for Native American Day.</p>



**First Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create and explain a personal timeline;</li> <li>• explain why people and events are honored in commemorative holidays.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• use timelines from birth to present to relate self and family to changes over time;</li> <li>• connect people and events to commemorative holidays.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize that events on a timeline are recorded in chronological order;</li> <li>• participate in classroom holiday activities.</li> </ul>

**First Grade U.S. History  
ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• recognize that events on a timeline are recorded in chronological order;</li> <li>• participate in classroom holiday activities.</li> </ul>
<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• recognize events on a timeline with dates;</li> <li>• participate in some classroom holiday activities.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize what a timeline is with pictures;</li> <li>• name some of the holidays.</li> </ul>
<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize that events go in a sequential order;</li> <li>• know that holidays exist.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	<p>✓ Students are able to identify holidays celebrated in other countries.</p> <p>Example: Create a big book of holidays celebrated in other countries, such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, and Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.</p>

**First Grade World History  
Performance Descriptors**

**Note: At the first grade level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**First Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.</b> <b>Example:</b> Create a map of the perfect playground for your school.
(Application)	<b>1.G.1.2. Students are able to use a picture map to locate an address.</b> <b>Example:</b> Find your school on a map. ✓ Use the globe to identify the poles, Atlantic and Pacific Oceans, North America, and the United States. ✓ Use the map to identify South Dakota and the local community.
(Knowledge)	<b>1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.</b>

**First Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe why a map key is a necessary part of a map;</li> <li>draw a map of their own neighborhoods.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>create a simple map using at least three symbols on the map key;</li> <li>use a picture map to locate an address;</li> <li>identify a continent as a large land mass and an ocean as a large body of water.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify symbols on a map key;</li> <li>identify a map as a tool.</li> </ul>

**First Grade Geography  
ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify symbols on a map key;</li> <li>identify a map as a tool.</li> </ul>
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<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify a map key;</li> <li>• know that a map has different purposes it can be used for.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify different symbols;</li> <li>• know that a map has a purpose.</li> </ul>
<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize different symbols;</li> <li>• identify a map.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>1.C.1.1. Students are able to identify American symbols and landmarks.</b></p> <p><b>Example:</b> the flag, the bald eagle, the Statue of Liberty, the Lincoln Memorial, the Washington Monument and the White House, Crazy Horse</p> <p>✓ Identify essential documents.  Examples: U.S. Constitution and Declaration of Independence</p> <p>✓ Identify basic political roles of leaders in the larger community.  Example: Match the mayor, the governor, and the president to their roles.</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>1.C.2.1. Students are able to list rules in different groups for different situations.</b></p> <p><b>Examples:</b> family, school, and community.</p> <ul style="list-style-type: none"> <li>• Explain why rules are important to schools and families.  Example: Create a poster showing classroom rules and their consequences.</li> </ul>
(Knowledge)	<p><b>1.C.2.2. Students are able to identify the attributes of good citizenship.</b></p> <p><b>Example:</b> Write and illustrate a group story about good citizenship.</p> <p>✓ Differentiate between a paid worker and a volunteer.</p> <p>✓ Explain rights and responsibilities of voting.  Example: Kids Voting</p>

**First Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a set of rules for a group;</li> <li>• invent a new American symbol;</li> <li>• demonstrate the attributes of good citizenship in their classroom interactions.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• list rules in different groups for different situations;</li> <li>• name three American symbols or landmarks;</li> <li>• identify the attributes of good citizenship.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name three classroom rules;</li> <li>• name an American symbol or landmark;</li> <li>• participate in classroom citizenship activities.</li> </ul>

**First Grade Civics (Government)  
ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• name three classroom rules;</li> <li>• name an American symbol or landmark;</li> <li>• participate in classroom citizenship activities.</li> </ul>
<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name two classroom rules;</li> <li>• name an American landmark;</li> <li>• participate in some classroom citizenship activities.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one classroom rule;</li> <li>• name an American symbol;</li> <li>• participate in one classroom citizenship activity.</li> </ul>
<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• follow classroom rules;</li> <li>• recognize an American symbol;</li> <li>• observe classroom citizenship activities.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>1.E.1.1. Students are able to define goods and services.</b> <b>Example:</b> Set up a school store and stuffed animal Vet's office. <b>Example:</b> Sort examples of goods and services. ✓ Identify different businesses in the community that provide goods and services for their families.
(Comprehension)	<b>1.E.1.2. Students are able to explain choices families have to make when buying goods and services.</b> <b>Example:</b> Venn Diagram on wants and needs ✓ Describe ways people could earn money in order to buy something they want or need.

**First Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe a service they recently used;</li> <li>tell why financial choices are necessary in family life.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>define goods and services;</li> <li>explain choices families have to make when buying goods and services.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>name a good or service;</li> <li>participate in classroom economic activities.</li> </ul>

**First Grade Economics**  
**ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>name a good or service;</li> <li>participate in classroom economic activities.</li> </ul>
<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>name a service;</li> <li>participate in some classroom economic activities.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>name a good;</li> <li>participate in one classroom economic activity.</li> </ul>

<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize a good;</li> <li>• observe classroom economic activities.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>



**Second Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>2.U.S.1.1. Students are able to place important historical events in the order in which they occurred.</b></p> <p><b>Example:</b> Use primary sources to create a storyboard.</p> <p><b>Example:</b> Use a timeline to order pilgrims, Revolutionary War, and wagon trains.</p>
(Comprehension)	<p><b>2.U.S.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.</b></p> <p><b>Example:</b> Create a chart showing how farming, schools, or communities have changed over time.</p> <ul style="list-style-type: none"> <li>• Compare features of present Native American life to that of the past.</li> </ul> <p><b>Example:</b> Illustrate past dwellings (tipi, hogan, longhouse, pueblo) and present-day housing.</p>
(Comprehension)	<p><b>2.U.S.1.3. Students are able to describe ways historical figures contributed to modern-day life.</b></p> <p><b>Example:</b> Thomas Jefferson-Declaration of Independence; Rosa Parks-Civil Rights; Susan B. Anthony-Suffrage; Sequoyah - Cherokee alphabet.</p>

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>2.U.S.2.1. Students are able to compare ways different cultures shared traditions.</b></p> <p><b>Example:</b> List present-day customs that originated in other cultures, such as piñatas, Christmas trees, and fireworks.</p> <p><b>Example:</b> Read legends of other cultures.</p> <p><b>Example:</b> Listen to songs from other cultures.</p> <p><b>Example:</b> Sample foods from other cultures.</p>

**Second Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<b>Second grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a comparison of past and present life;</li> <li>• select and research a historical figure that contributed to modern-day life;</li> <li>• create a historical timeline;</li> <li>• select a custom and explain its origins.</li> </ul>
<b>Proficient</b>	<b>Second grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• place at least three important historical events in the order in which they occurred;</li> <li>• distinguish between features of modern-day living and those of the past;</li> <li>• identify how historical figures contributed to modern-day life;</li> <li>• compare ways in which different cultures share traditions.</li> </ul>
<b>Basic</b>	<b>Second grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• participate in activities used to compare modern-day living to the past;</li> <li>• participate in activities exploring shared cultural traditions;</li> <li>• answer yes or no questions about historical figures and events.</li> </ul>

**Second Grade U.S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Second grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• participate in activities used to compare modern-day living to the past;</li> <li>• participate in activities exploring shared cultural traditions;</li> <li>• answer yes or no questions about historical figures and events.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• list present-day activities and activities from the past;</li> <li>• identify some difference in cultural traditions;</li> <li>• answer yes or no questions about history.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize that there is a difference between modern-day living and the past;</li> <li>• recognize that cultures have different traditions;</li> <li>• acknowledge some historical figures and events.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• identify activities of the past;</li> <li>• identify traditions in native culture;</li> <li>• acknowledge that historical events have occurred.</li> </ul>

<p><b>Pre-emergent</b></p>	<p><b>Second grade ELL students performing at the pre-emergent level:</b></p> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>
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**Second Grade World History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>2.W.2.1. Student are able to compare holidays celebrated in different countries such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.</b></p> <p><b>Example:</b> Decide which holiday interests you most and write an invitation to others to celebrate with you (include: who, what, where, when, and why).</p> <p><b>Example:</b> Make a paper quilt illustrating various holidays.</p>

**Second Grade World History**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>explain why similarities and differences exist in world holidays.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>recognize similarities and differences in world holidays.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>participate in classroom world holiday activities.</li> </ul>

**Second Grade World History**  
**ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Second grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>participate in classroom world holiday activities.</li> </ul>
<b>Intermediate</b>	<p><b>Second grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>recognize that holidays from around the world exist.</li> </ul>
<b>Basic</b>	<p><b>Second grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>list the holidays in native culture.</li> </ul>

<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize holidays in native culture.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Second Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.</b></p> <p><b>Example:</b> Label objects in room; identify the equator, North America, Atlantic and Pacific Oceans, the poles, and North American countries (Canada, Mexico and U.S.) on the globe.</p>
(Knowledge)	<p><b>2.G.1.2. Students are able to Use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.</b></p> <p><b>Example:</b> Use these skills to find South Dakota and Washington D.C. on a map.</p> <p>✓ Identify seven continents and four major oceans.</p>

**Second Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• design an aerial map of a new classroom arrangement;</li> <li>• group landforms and oceans according to their hemisphere;</li> <li>• create an original map of an imaginary country including map key, map title, and directions.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• construct a simple map of the classroom using an aerial view including at least five symbols on the map key;</li> <li>• use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify areas in the classroom on an aerial map;</li> <li>• tell what oceans and continents are and find the equator;</li> <li>• name four cardinal directions and find the map key.</li> </ul>

**Second Grade Geography  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Second grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify areas in the classroom on an aerial map;</li> <li>• tell what oceans and continents are and find the equator;</li> </ul>
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	<ul style="list-style-type: none"> <li>• name four cardinal directions and find the map key.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• understand what an aerial map is;</li> <li>• find the equator;</li> <li>• find the map key.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify an aerial map;</li> <li>• tell what continents are;</li> <li>• name four cardinal directions.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize an aerial map;</li> <li>• tell what oceans are;</li> <li>• name two cardinal directions.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Second Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>2.C.1.1. Students are able to explain the difference between rules and laws.</b></p> <p><b>Example:</b> Create a Venn Diagram comparing school rules vs. community laws.</p>
(Analysis)	<p><b>2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.</b></p> <p><b>Example:</b> Design a safety poster illustrating a law being obeyed and broken.</p>
(Comprehension)	<p><b>2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.</b></p> <p><b>Example:</b> Match the mayor, the governor, the legislators, the congressmen, senators, and the president to local/state/national government.</p> <p>✓ Explain the Constitution and Declaration of Independence as the basis for democratic ideals in the United States.</p> <p>Example: Create a classroom Constitution.</p> <p>✓ Discuss the lawmaking process and how leaders work together.</p> <p>Example: Role play these roles: city council/mayor; principal/teachers; senators/representatives.</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.</b></p> <p><b>Example:</b> Kids Voting</p> <p>✓ Describe the importance of volunteerism in your community.</p>



**Second Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>Second grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• categorize rules and laws;</li> <li>• develop consequences for breaking classroom rules;</li> <li>• summarize and compare the political roles of leaders;</li> <li>• demonstrate the meaning of majority rules.</li> </ul>
<b>Proficient</b>	<b>Second grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• explain the difference between rules and laws;</li> <li>• identify why laws are needed in a community and that there are legal consequences for lawbreakers;</li> <li>• explain basic political roles of leaders in the larger community;</li> <li>• describe the meaning of majority rule and its related function in a democracy.</li> </ul>
<b>Basic</b>	<b>Second grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one rule or law;</li> <li>• name a political leader's role;</li> <li>• participate in classroom citizenship activities.</li> </ul>

**Second Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Second grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify one law;</li> <li>• name a political leader's role;</li> <li>• participate in classroom citizenship activities.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• know why laws exist;</li> <li>• name a political leader;</li> <li>• participate in some classroom citizenship activities.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• know that laws exist;</li> <li>• identify a political leader;</li> <li>• participate in one classroom citizenship activity.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize classroom rules;</li> <li>• identify the President of the United States;</li> <li>• observe classroom citizenship activities.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Second Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>2.E.1.1. Students are able to identify the differences between natural resources and human resources.</b></p> <p><b>Example:</b> Choose a local business and list natural and human resources needed for its success.</p> <p>✓ Explain how limited resources require people to make choices about producing and consuming goods and services.</p> <p>Example: Write a story about how drought affects water usage or high gas prices affect travel.</p>
(Comprehension)	<p><b>2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.</b></p> <p><b>Example:</b> Make a plan to save your allowance for something special.</p> <p><b>Example:</b> Discuss different ways people pay for goods and services (cash, check, credit, debit).</p>

**Second Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• categorize human and natural resources;</li> <li>• design a budget.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify the differences between human resources and natural resources;</li> <li>• explain the importance of making informed decisions about spending, borrowing, and saving.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• name a resource;</li> <li>• participate in classroom money activities.</li> </ul>

**Second Grade Economics**  
**ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Second grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• name a resource;</li> </ul>
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	<ul style="list-style-type: none"> <li>• participate in classroom money activities.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify a resource;</li> <li>• participate in some classroom money activities.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• acknowledge a resource;</li> <li>• participate in one classroom money activity.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• identify the name of a resource;</li> <li>• observe classroom money activities.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**U.S. HISTORY STANDARDS  
K-2**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.U.S.1.1. (Application) Use timelines from birth to present to relate self and family to changes over time.	2.U.S.1.1. (Application) Place important historical events in the order in which they occurred.
		2.U.S.1.2. (Comprehension) Compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.
		2.U.S.1.3. (Comprehension) Describe ways historical figures contributed to modern-day life.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.U.S.2.1. (Comprehension) Connect people and events honored in commemorative holidays.	2.U.S.2.1. (Comprehension) Compare ways different cultures shared traditions.

**WORLD HISTORY**  
**K-2**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at these grade levels.*

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
		2.W.2.1. (Comprehension) Compare holidays celebrated in different countries such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.

**GEOGRAPHY STANDARDS**  
**K-2**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
K.G.1.1. (Application) Use map colors to recognize land and water.	1.G.1.1. (Application) Construct a simple map using a map key and at least three symbols.	2.G.1.1. (Application) Construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.
K.G.1.2. (Comprehension) Compare the globe and a map as models of the earth.	1.G.1.2. (Application) Use a picture map to locate an address.	2.G.1.2. (Knowledge) Use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.
K.G.1.3. (Application) Demonstrate familiarity with the layout of his or her school.	1.G.1.3. (Knowledge) Identify a continent as a large land mass and an ocean as a large body of water.	

**CIVICS (GOVERNMENT) STANDARDS  
K-2**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.C.1.1. (Knowledge) Identify American symbols and landmarks.	2.C.1.1. (Comprehension) Explain the difference between rules and laws.
		2.C.1.2. (Analysis) Identify why laws are needed in a community and why there are legal consequences for lawbreakers.
		2.C.1.3. (Comprehension) Explain the basic political roles of leaders in the larger community.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.C.2.1. (Knowledge) List rules in different groups for different situations.	2.C.2.1. (Application) Describe the meaning of majority rule and its related function in a democracy.
	1.C.2.2. (Knowledge) Identify the attributes of good citizenship.	

**ECONOMICS STANDARDS**  
**K-2**

**Indicator 1: Analyze the role and relationships of economic systems on the development utilization, and availability of resources in societies.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
K.E.1.1. (Knowledge) Identify occupations with simple descriptions of work.	1.E.1.1. (Knowledge) Define goods and services.	2.E.1.1. (Knowledge) Identify the differences between natural resources and human resources.
K.E.1.2. (Knowledge) Identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).	1.E.1.2. (Comprehension) Explain choices families have to make when buying goods and services.	2.E.1.2. (Comprehension) Explain the importance of making informed decisions about spending, borrowing, and saving.
K.E.1.3. (Comprehension) Describe the role of money in everyday life.		



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**3-5**

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**Third Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>3.E.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.</b></p> <ul style="list-style-type: none"> <li>Recognize landforms, natural resources, and waterways as important factors in building communities.</li> </ul> <p>Examples: Following the buffalo (nomadic life style), building settlements near natural resources</p>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>3.E.2.1. Students are able to describe characteristics of a community.</b></p> <p><b>Examples:</b> language, cultures, values, rules, and laws</p>
(Knowledge)	<p><b>3.E.2.2. Students are able to identify a community's culture and history.</b></p> <p><b>Example:</b> influential people and events</p>

**Third Grade U.S. History**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>explain how obstacles and successes affected the development of early settlements and Native American communities;</li> <li>compare and contrast characteristics of a variety of communities;</li> <li>describe the effects of a community's culture on its history.</li> </ul>
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<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify the obstacles and successes of the early settlers and Native Americans in creating communities;</li> <li>• describe characteristics of a community and its culture and history.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify types of communities;</li> <li>• identify the community's culture.</li> </ul>

**Third Grade U.S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify types of communities;</li> <li>• identify the community's culture.</li> </ul>
<b>Intermediate</b>	<b>Third grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify three types of communities;</li> <li>• list two things of the community culture.</li> </ul>
<b>Basic</b>	<b>Third grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize two types of communities;</li> <li>• recognize that the community has a culture.</li> </ul>
<b>Emergent</b>	<b>Third grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• give an example of a community</li> <li>• identify one thing of classroom culture.</li> </ul>
<b>Pre-emergent</b>	<b>Third grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Third Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>3.W.1.1. Students are able to identify events as past or present (examples: timelines, historical fiction literature, biographies).</b>

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>3.W.2.1. Students are able to list the reasons why people immigrate (examples: war, religious reasons, way of life, freedom).</b>

**Third Grade World History  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>explain how events of the past continue to influence current events;</li> <li>describe reasons why people immigrate.</li> </ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify events as past or present;</li> <li>list the reasons why people immigrate.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify one event as past or present;</li> <li>list one reason why people immigrate.</li> </ul>

**Third Grade World History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify one event as past or present;</li> <li>list one reason why people immigrate.</li> </ul>
<b>Intermediate</b>	<b>Third grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>identify one event in the past;</li> <li>state reason why student immigrated.</li> </ul>

<b>Basic</b>	<b>Third grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one event in the present;</li> <li>• recognize immigration occurs.</li> </ul>
<b>Emergent</b>	<b>Third grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• understand what an event is;</li> <li>• know what immigration means.</li> </ul>
<b>Pre-emergent</b>	<b>Third grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Third Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>3.G.1.1. Students are able to identify and use map components.</b> <b>Examples:</b> title, map key, compass rose, lines and borders, roads and routes, objects and symbols <ul style="list-style-type: none"> <li>Construct a map using map key and symbols, title, compass rose, and boundaries.</li> </ul>
(Knowledge)	<b>3.G.1.2. Students are able to identify locations in a community by using grid systems.</b>
(Application)	<b>3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.</b> <ul style="list-style-type: none"> <li>Identify the five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, and the Great Lakes.</li> <li>Identify state and national borders.</li> </ul>

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>3.G.2.1. Students are able to identify reasons people move and how it affects their communities.</b> <b>Examples:</b> rural to urban, ghost towns, overpopulation, school consolidation

**Third Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>identify and use map components to create a map;</li> <li>locate and label major landforms of the United States.</li> </ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify and use map components;</li> <li>identify locations in a community by using grid systems;</li> </ul>

	<ul style="list-style-type: none"> <li>• identify reasons people move and how it affects their communities;</li> <li>• locate the seven continents, four major oceans, major United States landforms and state boundaries on a map or globe.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify three components on a map;</li> <li>• identify a reason people move and the effects on community.</li> </ul>

**Third Grade Geography  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify three components on a map;</li> <li>• identify a reason people move and the effects on community.</li> </ul>
<b>Intermediate</b>	<b>Third grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify two components on a map;</li> <li>• identify movement has effect on community.</li> </ul>
<b>Basic</b>	<b>Third grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one component on a map;</li> <li>• identify why people move.</li> </ul>
<b>Emergent</b>	<b>Third grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize a component on a map;</li> <li>• recognize that people move.</li> </ul>
<b>Pre-emergent</b>	<b>Third grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Third Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>3.C.1.1. Students are able to explain human relationships and roles in a community.</b> <ul style="list-style-type: none"> <li>• Classroom Examples: cooperation, Character Counts</li> <li>• Community Example: volunteer</li> <li>• Civic life Examples: following laws, voting, paying taxes</li> </ul>
(Comprehension)	<b>3.C.1.2. Students are able to recognize government agencies and their roles in a community.</b> <ul style="list-style-type: none"> <li>• Councils and boards</li> <li>• Lawmaking and law enforcement</li> </ul>
(Comprehension)	<b>3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.</b>
(Comprehension)	<b>3.C.1.4. Students are able to explain why communities have rules and laws.</b> <ul style="list-style-type: none"> <li>• Obey rules (classroom, family, community)</li> <li>• Conflict resolution and compromise</li> </ul> ✓ Explain the process of making rules and laws, enforcing laws, voting, and becoming a citizen.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.</b> <ul style="list-style-type: none"> <li>• Volunteerism</li> </ul>

**Third Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• compare and contrast human relations and roles;</li> <li>• describe examples of their rights and responsibilities as a citizen;</li> <li>• create a functioning set of laws for their own or a fictional community.</li> </ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• explain human relationships, roles in a community, and reasons for rules and laws;</li> <li>• recognize government agencies and their roles in a community;</li> <li>• explain the importance of the Constitution and Declaration of Independence;</li> <li>• identify the rights and responsibilities of citizenship.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify a right and a responsibility of citizenship;</li> <li>• list three government agencies;</li> <li>• list three laws they have broken today.</li> </ul>

**Third Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify a right and a responsibility of citizenship;</li> <li>• list three government agencies.</li> </ul>
<b>Intermediate</b>	<b>Third grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify a right of citizenship;</li> <li>• list two government agencies.</li> </ul>
<b>Basic</b>	<b>Third grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• define citizenship;</li> <li>• list one government agency.</li> </ul>
<b>Emergent</b>	<b>Third grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize citizens have rights;</li> <li>• recognize government agencies help citizens.</li> </ul>
<b>Pre-emergent</b>	<b>Third grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>



**Third Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.</b> <b>Examples:</b> human resources-workers, natural resources-trees, water, animals, soil
(Knowledge)	<b>3.E.1.2. Students are able to identify goods and services available in the students' communities.</b>
(Knowledge)	<b>3.E.1.3. Students are able to identify the relationships between taxation and government service.</b> ✓ Explain how scarcity of supplies and resources requires citizens to make choices and these choices involve costs.

**Third Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe the goods and services available in their communities;</li> <li>describe a supply and demand situation in their communities;</li> <li>describe how taxes affect government services.</li> </ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>explain ways producers use natural resources, human resources, and capital resources to produce goods and services;</li> <li>identify goods and services available in their communities;</li> <li>identify the relationships between taxation and government services.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify a good and a service available in their communities;</li> <li>identify a natural resource, a capital resource, and a human resource;</li> <li>identify one government service that is paid for by taxes.</li> </ul>

**Third Grade Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third Grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify a good and a service available in their communities;</li> <li>• identify a natural resource, a capital resource, and a human resource.</li> </ul>
<b>Intermediate</b>	<b>Third Grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify a good available in their communities;</li> <li>• identify a capital resource.</li> </ul>
<b>Basic</b>	<b>Third Grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify a service available in their communities;</li> <li>• identify a natural resource.</li> </ul>
<b>Emergent</b>	<b>Third Grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• describe the difference between a good and a service;</li> <li>• identify a human resource.</li> </ul>
<b>Pre-emergent</b>	<b>Third Grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fourth Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>4.U.S.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.</b></p> <ul style="list-style-type: none"> <li>• Identify historic tribes.</li> <li>• Explain the significance of the explorers Lewis and Clark and the Verendrye brothers and traders. Example: Manuel Lisa</li> <li>• Relate railroad expansion and town building. Example: how Sioux Falls developed versus the way Aberdeen or Brookings began</li> <li>• Explain the impact of homesteading and gold mining on the growth of South Dakota. Examples: Homestead Act, Black Hills Communities</li> </ul>
(Knowledge)	<p><b>4.U.S.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.</b></p> <ul style="list-style-type: none"> <li>• Identify water issues, farming and ranching issues, and Native American and non- Native American relationships. Examples: Missouri River, open range vs. homesteaders, east vs. west river, gambling issues, jurisdictional issues, racial profiling, and unemployment</li> <li>• Identify urban/rural population changes. Examples: movement from rural to urban, east vs. west river, poverty as a cause of population changes on the reservation</li> </ul>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>4.U.S.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.</b></p> <ul style="list-style-type: none"> <li>• Gold Rush.</li> <li>• Treaties with the Native Americans Example: Treaty of 1868-resulting in Red Cloud's War</li> <li>• Controversy over statehood Examples: violation of treaties with the Native Americans, delay in statehood because of controversy over free versus slave states</li> <li>• Native American Wars Examples: Red Cloud's War, Wounded Knee</li> <li>• Establishment of religious colonies Example: Hutterite Colonies</li> </ul>
(Comprehension)	<p><b>4.U.S.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.</b></p> <ul style="list-style-type: none"> <li>• Identify major reasons or events leading to the establishment of reservations in South Dakota. Example: discovery of gold, homesteaders, Native American conflicts</li> <li>• Describe the effects that the relocation of Native Americans had on their culture.</li> <li>• Identify the locations of the nine major reservations in South Dakota.</li> </ul>
(Comprehension)	<p><b>4.U.S.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.</b></p> <p><b>Examples:</b> Red Cloud, Sitting Bull, John B. S. Todd, Frederick Taft Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, Francis Case, Spotted Tail, Crazy Horse, Ben Reifel, Billy Mills</p>

**Fourth Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<b>Fourth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>connect major events with notable South Dakotans in the history of the state;</li> <li>explain why environmental, economic, cultural, and population issues are of concern to South Dakota.</li> </ul>
<b>Proficient</b>	<b>Fourth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>explain factors affecting the growth and expansion of South Dakota, including environmental, economic, cultural, and population issues of concern to South Dakota;</li> <li>describe the impact of major events and notable South Dakotans on the development of South Dakota;</li> <li>explain ways that the Native American conflicts and establishment of reservations affected the Native American culture.</li> </ul>
<b>Basic</b>	<b>Fourth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>describe a major event and a notable South Dakotan and how he or she impacted the development of South Dakota;</li> <li>identify a factor that affected the growth of South Dakota.</li> </ul>

**Fourth Grade U.S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fourth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>describe a major event and a notable South Dakotan and how he or she impacted the development of South Dakota;</li> <li>identify a factor that affected the growth of South Dakota.</li> </ul>
<b>Intermediate</b>	<b>Fourth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>describe a major event in the development of South Dakota.;</li> <li>explain how South Dakota has grown.</li> </ul>
<b>Basic</b>	<b>Fourth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify a notable South Dakotan and how he or she impacted the development of South Dakota;</li> <li>explain one change in South Dakota.</li> </ul>
<b>Emergent</b>	<b>Fourth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>identify South Dakota on a map;</li> <li>recognize that South Dakota has changed over time.</li> </ul>
<b>Pre-emergent</b>	<b>Fourth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fourth Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>4.W.1.1. Students are able to describe how wars affected South Dakotans.</b>  <b>Examples:</b> Vietnam, Persian Gulf, Code Talkers, ration stamps, economy

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities.</b>  <b>Examples:</b> Dutch, Norwegian, German

**Fourth Grade World History  
Performance Descriptors**

<b>Advanced</b>	<b>Fourth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe how wars affected South Dakotans.</li> </ul>
<b>Proficient</b>	<b>Fourth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>describe how wars affected South Dakotans;</li> <li>describe influences of European cultures on South Dakota Communities.</li> </ul>
<b>Basic</b>	<b>Fourth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify an effect of war on South Dakota.</li> </ul>

**Fourth Grade World History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fourth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify an effect of war on South Dakota.</li> </ul>
<b>Intermediate</b>	<b>Fourth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>identify effects of war.</li> </ul>

<b>Basic</b>	<b>Fourth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize that war has effects.</li> </ul>
<b>Emergent</b>	<b>Fourth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• know what a war is.</li> </ul>
<b>Pre-emergent</b>	<b>Fourth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fourth Grade Geography**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>4.G.1.1. Students are able to compare regions of the United States to South Dakota.</b> <ul style="list-style-type: none"> <li>Define regions as categorized by geographic location.</li> </ul> <p>Example: Midwest, west, southwest</p>
(Application)	<b>4.G.1.2. Students are able to locate major South Dakota geographical and political features:</b> <ul style="list-style-type: none"> <li>Locate the Missouri River.</li> <li>Locate the Black Hills and Badlands.</li> <li>Locate other important cities.</li> </ul> <p>Example: Pierre, Sioux Falls, Rapid City, your hometown, your county seat</p>
(Application)	<b>4.G.1.3. Students are able to locate major United States political features.</b> <ul style="list-style-type: none"> <li>Locate 50 states and their capitals.</li> <li>Locate Washington D.C.</li> </ul> <p>✓ Recognize that longitude and latitude constitute a map grid used in absolute locations.</p> <p>✓ Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, migration/movement patterns, and population maps.</p>

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.</b> <p><b>Example:</b> South Dakota settlement patterns versus those of the Southeast</p> <ul style="list-style-type: none"> <li>Relate site selection of settlements to natural resources.</li> <li>Explain the impact of geographic location on the growth and</li> </ul>



	<p>expansion of South Dakota.</p> <p>Example: locations of historic tribes</p> <p>Example: routes of explorers and traders such as Pierre Chateau and Manuel Lisa, Lewis and Clark, and the Verendrye brothers</p> <p>Examples: relationship of railroad expansion and town building, homesteaders and gold miners, and rainfall, prairie, Great Plains, Black Hills, the Missouri River system</p>
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**Fourth Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast regions of the United States to South Dakota;</li> <li>• locate major South Dakota geographical and political features and how they affect the state.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• compare regions of the United States to South Dakota;</li> <li>• locate major South Dakota geographical and political features;</li> <li>• locate major United States political features;</li> <li>• describe how the resources of various regions and the state of South Dakota affected the growth of each.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• compare a region of the United States to South Dakota;</li> <li>• describe a region of the United States;</li> <li>• locate a major United States political feature.</li> </ul>

**Fourth Grade Geography  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Fourth grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• compare a region of the United States to South Dakota;</li> <li>• describe a region of the United States;</li> <li>• locate a major United States political feature.</li> </ul>
<b>Intermediate</b>	<p><b>Fourth grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• list characteristics of a region of the United States;</li> <li>• list the five regions of the United States;</li> <li>• locate a major political feature in South Dakota.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• list characteristics of South Dakota;</li> <li>• list three regions of the United States;</li> <li>• find the capital of South Dakota.</li> </ul>

<b>Emergent</b>	<b>Fourth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize that South Dakota is in the Midwest Region of the United States;</li> <li>• list one region of the United States;</li> <li>• find South Dakota on a map.</li> </ul>
<b>Pre-emergent</b>	<b>Fourth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fourth Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.</b></p> <p><b>Examples:</b> gender, age, race, handicaps, socioeconomic status, occupation, schools</p>
(Knowledge)	<p><b>4.C.1.2. Students are able to describe key events related to South Dakota's entry into statehood.</b></p> <p><b>Examples:</b> state constitution, fight for the capital, branches of state government, history of state name (i.e., originates from one of the dialects of the Siouan language)</p> <p>✓ Recognize South Dakota's nine reservations as sovereign nations with their own governments and laws.</p> <p>Example: Hunting and fishing licenses are different from State.</p> <p>Example: Federal and state laws apply because reservations are federal land, and both native and non-native people live on the reservations.</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.</b></p> <p><b>Example:</b> the right and responsibility to vote, the right to own property, civil and human rights, the responsibility to pay taxes and to volunteer</p>

**Fourth Grade Civics (Government)**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>describe how to be a responsible citizen in South Dakota.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>describe the way the government provides for the needs of its citizens;</li> </ul>

	<ul style="list-style-type: none"> <li>• describe South Dakota's entry into statehood;</li> <li>• describe the actions and rights of a responsible citizen.</li> </ul>
<b>Basic</b>	<b>Fourth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• describe a way that the government provides for the needs of its citizens;</li> <li>• list three rights and actions of a responsible citizen.</li> </ul>

**Fourth Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fourth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• describe one way that the government provides for the needs of its citizens;</li> <li>• list three rights and actions of a responsible citizen.</li> </ul>
<b>Intermediate</b>	<b>Fourth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name three needs of citizens;</li> <li>• list a right and action of a responsible citizen.</li> </ul>
<b>Basic</b>	<b>Fourth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one need of citizens;</li> <li>• list two rights of a citizen.</li> </ul>
<b>Emergent</b>	<b>Fourth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize that government provides for the needs of citizens;</li> <li>• list one right of a citizen.</li> </ul>
<b>Pre-emergent</b>	<b>Fourth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fourth Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.</b></p> <p><b>Examples:</b> bartering, money, fur trading, credit, agriculture, manufacturing, industry, imports and exports, tourism</p>
(Comprehension)	<p><b>4.E.1.2. Students are able to explain the factors that affect economic decisions in South Dakota.</b></p> <p><b>Examples:</b> values and beliefs, finance, drought, family, unemployment, choices and tradeoffs involved in making personal financial decisions</p>
(Knowledge)	<p><b>4.E.1.3 Students are able to identify how government pays for the goods and services it provides.</b></p> <p><b>Example:</b> taxing and borrowing</p>

**Fourth Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• compare how economic resources are used in South Dakota with their use in other regions of the United States;</li> <li>• explain the economics of South Dakota.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe how the economic needs of South Dakotans and people in other regions of the United States have been met;</li> <li>• explain the factors that affect economic decisions in South Dakota;</li> <li>• identify how government pays for the goods and services it provides.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• list one economic resource in South Dakota;</li> <li>• list a factor that affects the economics of South Dakota.</li> </ul>

**Fourth Grade Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fourth Grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• list one economic resource in South Dakota;</li> <li>• list a factor that affects the economics of South Dakota.</li> </ul>
<b>Intermediate</b>	<b>Fourth Grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify one economic resource in the Midwest;</li> <li>• describe a factor that affects economics.</li> </ul>
<b>Basic</b>	<b>Fourth Grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one economic resource;</li> <li>• identify a factor that affects economics.</li> </ul>
<b>Emergent</b>	<b>Fourth Grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• identify one resource;</li> <li>• understand the meaning of economic.</li> </ul>
<b>Pre-emergent</b>	<b>Fourth Grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fifth Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>5.U.S.1.1. Students are able to differentiate the lifestyles of various Native American tribes.</b></p> <p><b>Examples:</b> Northwest, Southwest, Plains, Eastern Woodlands, Middle America</p> <p><b>Examples:</b> jobs, dwellings, religious beliefs, clothing, tools, food, government</p>
(Knowledge)	<p><b>5.U.S.1.2. Students are able to identify key early American explorers and their accomplishments.</b></p> <p><b>Examples:</b> Columbus, Cortez</p> <ul style="list-style-type: none"> <li>• Locate the routes, explain reasons, and identify obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England.</li> <li>• Evaluate the impact on the first Americans.</li> </ul>
(Knowledge)	<p><b>5.U.S.1.3. Students are able to identify influential people and key events during the American Revolution.</b></p> <ul style="list-style-type: none"> <li>• Identify the role of key individuals.  Examples: King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry</li> <li>• Recall the key events and battles of the American Revolution.  Examples: Boston Tea Party, Stamp Act, Sugar Act, Battle of Lexington and Concord, Battle of Saratoga, Surrender at Yorktown</li> </ul>
(Knowledge)	<p><b>5.U.S.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1861.</b></p> <ul style="list-style-type: none"> <li>• Identify the areas of growth and territorial exploration.  Example: The Louisiana Purchase and the acquisitions of Florida, Texas, Oregon and California</li> <li>• Recognize the impact of inventions on life in the United States.  Examples: the steamboat, cotton gin, locomotives</li> </ul>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>5.U.S.2.1. Students are able to identify the reasons that lead to the development of colonial America.</b> <b>Example:</b> escape from religious persecution, release from prison, economic opportunity, adventure
(Knowledge)	<b>5.U.S.2.2. Students are able to describe the political relationship between the colonies and England.</b> <b>Example:</b> representative/ monarchy/democracy
(Comprehension)	<b>5.U.S.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil War.</b> <b>Examples:</b> slavery, states rights

**Fifth Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• compare and contrast various Native American tribes;</li> <li>• describe the cause/effect relationship leading to the American Revolution;</li> <li>• describe key inventions and how they impacted the United States.</li> </ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• differentiate the lifestyles of various Native Americans tribes;</li> <li>• identify key early American explorers and their accomplishments;</li> <li>• identify influential people and key events during the American Revolution;</li> <li>• identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1861;</li> <li>• identify the reasons that lead to the development of colonial America and the relationship that followed between the British and the colonies;</li> <li>• compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil War.</li> </ul>



<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify an accomplishment of an explorer;</li> <li>• identify one characteristic of a Native American tribe;</li> <li>• name one invention that influenced the history of the United States;</li> <li>• identify a key event of the American Revolution.</li> </ul>
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**Fifth Grade U.S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fifth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify an accomplishment of an explorer;</li> <li>• identify a characteristic of a Native American tribe;</li> <li>• name one invention that influenced the history of the United States;</li> <li>• identify a key event of the American Revolution.</li> </ul>
<b>Intermediate</b>	<b>Fifth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name an explorer;</li> <li>• name one Native American Tribe;</li> <li>• name an invention;</li> <li>• know who was involved in the American Revolution.</li> </ul>
<b>Basic</b>	<b>Fifth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize an explorer;</li> <li>• identify a Native American Tribe's name;</li> <li>• describe what an invention is;</li> <li>• know when the American Revolution happened.</li> </ul>
<b>Emergent</b>	<b>Fifth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• know what explorer means;</li> <li>• know that Native Americans have tribes;</li> <li>• know what the word invention means;</li> <li>• know that the American Revolution happened.</li> </ul>
<b>Pre-emergent</b>	<b>Fifth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fifth Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact.</b> <b>Examples:</b> Native Americans, colonists
(Comprehension)	<b>5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict.</b>

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially</b> <b>Examples:</b> French and Indian War, Revolutionary War, War of 1812, Louisiana Purchase, Native American cultures

**Fifth Grade World History  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe the causes and effects of European exploration and their impacts;</li> <li>describe key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.</li> </ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify the causes and effects of European exploration and their impacts;</li> <li>describe the impact other countries had on the United States through exploration, trade, and conflict;</li> <li>identify key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.</li> </ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify an effect of European exploration.</li> </ul>

**Fifth Grade World History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fifth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify an effect of European exploration.</li> </ul>
<b>Intermediate</b>	<b>Fifth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name one European exploration.</li> </ul>
<b>Basic</b>	<b>Fifth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• know what the term exploration means.</li> </ul>
<b>Emergent</b>	<b>Fifth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• find Europe on the map.</li> </ul>
<b>Pre-emergent</b>	<b>Fifth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fifth Grade Geography**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe.</b> <ul style="list-style-type: none"> <li>• Compare absolute location to relative location</li> </ul>
(Application)	<b>5.G.1.2. Students are able to compare maps of different types and scales.</b> <ul style="list-style-type: none"> <li>• Interpret information using appropriate maps.</li> </ul> <p>Examples: relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, historical</p>

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.</b> <ul style="list-style-type: none"> <li>• Describe ways humans impacted the natural environment. Example: building dams, roads, railroads, cities and towns, farming</li> <li>• Explain the influence of geographic and climatic factors on the movement of people, goods, and services.</li> </ul>
(Comprehension)	<b>5.G.2.2. Students are able to explain explorers' discoveries in the New World.</b> <b>Examples:</b> riches, trade routes, mountains, rivers, woodlands

**Fifth Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• compare and contrast maps of different scales;</li> <li>• explain the relationship between the influences of geographic and climatic factors;</li> <li>• compare and contrast explorers' discoveries in relation to geographic areas in the New World.</li> </ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• apply longitude and latitude to find absolute locations on a map and globe;</li> <li>• compare maps of different types and scales;</li> <li>• describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers;</li> <li>• explain explorers' discoveries in the New World.</li> </ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• apply longitude and latitude to find a location on a map or globe;</li> <li>• explain an explorer's discovery in the New World.</li> </ul>

**Fifth Grade Geography  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fifth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• apply longitude and latitude to find a location on a map or globe;</li> <li>• explain one explorer's discovery in the New World.</li> </ul>
<b>Intermediate</b>	<b>Fifth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• define longitude;</li> <li>• name one explorer.</li> </ul>
<b>Basic</b>	<b>Fifth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• define latitude;</li> <li>• recognize that explorers visited the New World long ago.</li> </ul>
<b>Emergent</b>	<b>Fifth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• acknowledge lines of longitude and latitude on a map;</li> <li>• recognize the New World is North America.</li> </ul>
<b>Pre-emergent</b>	<b>Fifth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fifth Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>5.C.1.1. Students are able to define basic differences between various forms of government.</b></p> <p><b>Example:</b> Democracy is elected officials whereas a monarchy follows a family lineage having a king or queen.</p> <p><b>Example:</b> Democracy gives everyone a voice; republic has representatives.</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Republic</li> <li>• Monarchy</li> <li>• Dictatorship</li> </ul>
(Comprehension)	<p><b>5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.</b></p> <p><b>Example:</b> levels of government: local, state, and national</p> <p><b>Example:</b> branches of government: legislative, executive, and judicial</p> <ul style="list-style-type: none"> <li>• Explain the central message of patriotic slogans, notable speeches, and selected historical documents up to the Civil War.</li> </ul> <p>Examples:</p> <p style="padding-left: 40px;">“Give me liberty or give me death” by Patrick Henry</p> <p style="padding-left: 40px;">“No taxation without representation”</p> <p style="padding-left: 40px;">“Remember the Alamo”</p> <p>Examples: Preamble to the Constitution, Declaration of Independence</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>5.C.2.1. Students are able to describe how volunteerism helped develop the United States.</b></p>

	<p><b>Example:</b> Revolutionary War Patriots, Minutemen</p> <p>✓ Identify examples of conflicts over human rights and their resolutions.</p> <ul style="list-style-type: none"> <li>The important people who helped resolve them</li> </ul> <p>Examples: Patrick Henry, Ben Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglas, Harriet Tubman</p> <ul style="list-style-type: none"> <li>Conflicts from colonial times up to the Civil War with emphasis on the Revolutionary War</li> </ul>
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**Fifth Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>explain the basic differences between forms of government;</li> <li>compare the branches of government in the United States.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>define basic differences between various forms of government;</li> <li>define and describe the roles of the democratic government of the United States;</li> <li>describe how volunteerism helped develop the United States.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>identify the United States as a democracy;</li> <li>identify a slogan, a speech, and a historical document created or used before the Civil War.</li> </ul>

**Fifth Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Fifth grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>identify the United States as a democracy;</li> <li>identify a slogan, a speech, and a historical document created or used before the Civil War.</li> </ul>
<b>Intermediate</b>	<p><b>Fifth grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>define democracy;</li> <li>identify a slogan created or used before the Civil War.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>recognize that democracy is the form of government in the United States;</li> <li>identify a speech created or used before the Civil War.</li> </ul>
<b>Emergent</b>	<p><b>Fifth grade ELL students performing at the emergent level:</b></p> <ul style="list-style-type: none"> <li>recognize that democracy is a form of government;</li> <li>identify a historical document created or used before the Civil War.</li> </ul>

<p><b>Pre-emergent</b></p>	<p><b>Fifth grade ELL students performing at the pre-emergent level:</b></p> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>
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**Fifth Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>5.E.1.1. Students are able to describe the role of trading in early United States history.</b> <b>Examples:</b> bartering, triangular trade
(Knowledge)	<b>5.E.1.2. Students are able to describe examples of various institutions that make up economic systems.</b> <b>Examples:</b> households, businesses, banks, government agencies, labor unions, corporations
(Comprehension)	<b>5.E.1.3. Students are able to describe key economic events prior to 1860 leading to the expansion of territories in the United States.</b> <b>Examples:</b> Dakota Territory, Louisiana Purchase, Indian Removal Acts, Gold Rush ✓ Explain the role of individual values and beliefs in determining society's production patterns (supply and demand).

**Fifth Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>connect the role of trading to the expansion of the United States;</li> <li>compare and contrast various institutions that make up economic systems.</li> </ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>describe the role of trading in early United States history;</li> <li>describe examples of various institutions that make up economic systems;</li> <li>describe economic events prior to 1860 leading to the expansion of territories in the United States.</li> </ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>name an example of an institution that is part of our economic system;</li> <li>identify an economic event that lead to the expansion of the United States.</li> </ul>

**Fifth Grade Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fifth Grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• name an example of an institution that is part of our economic system;</li> <li>• identify an economic event that lead to the expansion of the United States.</li> </ul>
<b>Intermediate</b>	<b>Fifth Grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name an example of an institution;</li> <li>• describe an economic event.</li> </ul>
<b>Basic</b>	<b>Fifth Grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name an institution;</li> <li>• recognize an economic event.</li> </ul>
<b>Emergent</b>	<b>Fifth Grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• identify an institution;</li> <li>• recognize that the United States has an economy.</li> </ul>
<b>Pre-emergent</b>	<b>Fifth Grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**U.S. HISTORY STANDARDS**  
**3-5**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
3.U.S.1.1. (Knowledge) Identify the obstacles and successes of the early settlers and Native Americans in creating communities.	4.U.S.1.1. (Comprehension) Explain factors affecting the growth and expansion of South Dakota.	5.U.S.1.1. (Comprehension) Differentiate the lifestyles of various Native American tribes.
	4.U.S.1.2. (Knowledge) Identify basic environmental, economic, cultural, and population issues of concern to South Dakota.	5.U.S.1.2. (Knowledge) Identify key early American explorers and their accomplishments.
		5.U.S.1.3. (Knowledge) Identify influential people and key events during the American Revolution.
		5.U.S.1.4. (Knowledge) Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1861.

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
3.U.S.2.1. (Knowledge) Describe characteristics of a community.	4.U.S.2.1. (Knowledge) Describe the impact of significant turning points on the development of the culture in South Dakota.	5.U.S.2.1. (Knowledge) Identify the reasons that lead to the development of colonial America.
3.U.S.2.2. (Knowledge) Identify a community's culture and history.	4.U.S.2.2. (Comprehension) Explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.	5.U.S.2.2. (Knowledge) Describe the political relationship between the colonies and England.
	4.U.S.2.3. (Comprehension) Describe the influence of notable South Dakotans on the development of our state.	5.U.S.2.3. (Comprehension) Compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil War.

**WORLD HISTORY STANDARDS**  
**3-5**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
3.W.1.1. (Knowledge) Identify events as past or present.	4.W.1.1. (Comprehension) Describe how wars affected South Dakotans.	5.W.1.1. (Knowledge) Identify the causes and effects of European exploration and their impact.
		5.W.1.2. (Comprehension) Describe the impact other countries had on the United States through exploration, trade, and conflict.

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
3.W.2.1. (Knowledge) List the reasons why people immigrate.	4.W.2.1. (Knowledge) Describe influences of European cultures on South Dakota communities.	5.W.2.1. (Knowledge) Identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.

## GEOGRAPHY STANDARDS

3-5

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

Third grade	Fourth Grade	Fifth Grade
3.G.1.1. (Knowledge) Identify and use map components.	4.G.1.1. (Comprehension) Compare regions of the United States to South Dakota.	5.G.1.1. (Application) Apply longitude and latitude to find absolute locations on a map and globe.
3.G.1.2. (Knowledge) Identify locations in a community by using grid systems.	4.G.1.2. (Application) Locate major South Dakota geographical and political features.	5.G.1.2. (Application) Compare maps of different types and scales.
3.G.1.3. (Application) Locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.	4.G.1.3. (Application) Locate major United States political features.	

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

Third Grade	Fourth Grade	Fifth Grade
3.G.2.1. (Knowledge) Identify reasons people move and how it affects their communities.	4.G.2.1. (Knowledge) Describe how the resources of various regions and the state of South Dakota affected the growth of each.	5.G.2.1. (Comprehension) Describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.
		5.G.2.2. (Comprehension) Explain explorers' discoveries in the New World.

**CIVICS (GOVERNMENT) STANDARDS**  
**3-5**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
3.C.1.1. (Comprehension) Explain human relationships and roles in a community	4.C.1.1. (Comprehension) Describe the way the government provides for the needs of its citizens.	5.C.1.1. (Knowledge) Define basic differences between various forms of government.
3.C.1.2. (Comprehension) Recognize government agencies and their roles in a community.	4.C.1.2. (Knowledge) Describe key events related to South Dakota's entry into statehood.	5.C.1.2. (Comprehension) Define and describe the roles of democratic government of the United States.
3.C.1.3. (Comprehension) Explain the meaning and importance of the Constitution and Declaration of Independence.		
3.C.1.4. (Comprehension) Explain why communities have rules and laws.		

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
3.C.2.1. (Knowledge) Identify the rights and responsibilities of citizenship in students' own communities.	4.C.2.1. (Knowledge) Describe the actions and rights of a responsible citizen.	5.C.2.1. (Comprehension) Describe how volunteerism helped develop the United States.

**ECONOMICS STANDARDS**  
**3-5**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
3.E.1.1. (Comprehension) Explain ways producers use resources to produce goods and services.	4.E.1.1. (Comprehension) Describe how the economic needs of South Dakotans and people in other regions of the United States have been met.	5.E.1.1. (Comprehension) Describe the role of trading in early United States history.
3.E.1.2. (Knowledge) Identify goods and services available in the students' communities.	4.E.1.2. (Comprehension) Explain the factors that affect economic decisions in South Dakota.	5.E.1.2. (Knowledge) Describe examples of various institutions that make up economic systems.
3.E.1.3. (Knowledge) Identify the relationships between taxation and government service.	4.E.1.3. (Knowledge) Identify how government pays for the goods and services it provides.	5.E.1.3. (Comprehension) Describe key economic events prior to 1860 leading to the expansion of territories in the United States.



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**6-8**

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**Sixth Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>6.W.1.1. Students are able to explain the development of society during the Stone Age.</b></p> <ul style="list-style-type: none"> <li>Identify the time periods of prehistoric man through artifacts and other archaeological findings. Examples: Paleolithic, Upper-Paleolithic, Meso-/Neolithic Examples: tools, shelters, communication</li> </ul>
(Analysis)	<p><b>6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.</b></p> <ul style="list-style-type: none"> <li>Mesopotamia Examples: Sumerians, Babylonians, Assyrians Examples: Tigris / Euphrates Rivers, Fertile Crescent</li> <li>Egypt Examples: Old / Middle / New Kingdoms Example: Nile River</li> <li>China Examples: Huang He River, isolation</li> <li>India Examples: Indus River, isolation</li> </ul>
(Analysis)	<p><b>6.W.1.3. Students are able to explain the development of Mediterranean civilizations.</b></p> <ul style="list-style-type: none"> <li>Greece Examples: city states, Athens, Sparta</li> <li>Hellenistic Era Examples: Macedonia, Alexander</li> <li>Rome Example: transportation system Example: Romulus, Remus</li> </ul>

(Analysis)	<b>6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.</b> <ul style="list-style-type: none"> <li>Byzantine Examples: trade routes, Constantinople, Black Sea</li> <li>Islamic Examples: Mecca, Jerusalem</li> <li>Mongolian influence Examples: Kiev, early czars</li> </ul>
(Analysis)	<b>6.W.1.5. Students are able to explain the development of the African empires.</b> <b>Examples:</b> Ghana, Mali, Songhai, Niger
(Analysis)	<b>6.W.1.6. Students are able to explain the development of the Mesoamerican / Andean empires.</b> <b>Examples:</b> Toltec, Olmec, Maya, Aztec, Inca
(Synthesis)	<b>6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.</b> <b>Examples:</b> rise of church leadership, tribal migrations, feudal system, Crusades, diseases, 100 Years War

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<b>6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.</b> <b>Examples:</b> domestication of animals and plants, rise of trading centers

(Comprehension)	<p><b>6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.</b></p> <ul style="list-style-type: none"> <li>• Mesopotamia Examples: codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism Examples: Sargon, Hammurabi, Abram</li> <li>• Egypt Examples: hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine Example: Ramses, Hatshepsut, Cheops</li> <li>• China Examples: gunpowder, Great Wall, Silk Road, Taoism, Confucianism Examples: Qin / Han Dynasties</li> <li>• India Examples: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire Example: Prince Siddhartha</li> </ul>
(Comprehension)	<p><b>6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.</b></p> <ul style="list-style-type: none"> <li>• Greece Examples: philosophers, literature, art, science, government, Persian War, mythology, architecture, astronomy, Olympics Examples: Socrates, Pythagoras</li> <li>• Hellenistic Era Examples: Phillip II, Alexander Example: conquest of Persian Empire</li> <li>• Rome Examples: philosophers, literature, art, science, government, mythology, architecture, Latin language, Christianity Examples: Caesar Augustus, Julius Caesar, Barbarians, Constantine</li> </ul>

(Comprehension)	<p><b>6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.</b></p> <ul style="list-style-type: none"> <li>Byzantine Examples: Justinian Code, Eastern Orthodoxy, architecture Examples: Constantine</li> <li>Islamic Examples: Islam, Arabic numerals, pilgrimage, Examples: Mohammed, Saladin</li> <li>Mongolian Examples: Mongol invasions, Orthodox Christianity Examples: Genghis Khan</li> </ul>
(Comprehension)	<p><b>6.W.2.5. Students are able to identify the cultural contributions of the African empires.</b></p> <p><b>Examples:</b> slave trade, Muslim traders, Timbuktu, tribal society</p>
(Comprehension)	<p><b>6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican / Andean Empires.</b></p> <p><b>Examples:</b> calendar, astronomy, mathematics, step pyramids, recreation and games, agriculture, class structure, religion, irrigation</p> <p><b>Examples:</b> Montezuma</p>
(Comprehension)	<p><b>6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.</b></p> <p><b>Examples:</b> rise of Middle Class, government, Magna Carta, art, architecture</p> <p><b>Examples:</b> Charlemagne, Marco Polo, William the Conqueror, Joan of Arc</p>

**Sixth Grade World History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Sixth grade students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>describe the relationship of cultural contributions to the advancement of society.</li> </ul>
<b>Proficient</b>	<p><b>Sixth grade students performing at the proficient level will:</b></p> <ul style="list-style-type: none"> <li>identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development;</li> <li>explain cultural contributions from the Stone Age through the Middle Ages.</li> </ul>

<b>Basic</b>	<b>Sixth grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• identify cultural contributions from the Stone Age through the Middle Ages.</li> </ul>
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**Sixth Grade World History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Sixth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify cultural contributions from the Stone Age through the Middle Ages.</li> </ul>
<b>Intermediate</b>	<b>Sixth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• list some cultural contributions from the Stone Age through the Middle Ages.</li> </ul>
<b>Basic</b>	<b>Sixth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name three cultural contributions from the Stone Age through the Middle Ages.</li> </ul>
<b>Emergent</b>	<b>Sixth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• name one cultural contribution from the Stone Age through the Middle Ages.</li> </ul>
<b>Pre-emergent</b>	<b>Sixth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Sixth Grade Geography  
Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>6.C.1.1. Students are able to relate forms of governments to their civilizations.</b> <b>Examples:</b> priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism
(Synthesis)	<b>6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</b> <b>Examples (events):</b> spread of disease, Crusades, Black Death <b>Examples (ideals):</b> Platonic philosophy, rise of major religions <b>Examples (documents):</b> Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<b>6.W.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</b> <b>Example:</b> Roman compared to United States citizenship

**Sixth Grade Civics (Government)**  
**Performance Descriptors**

<b>Advanced</b>	<b>Sixth grade students performing at the advanced level will:</b> <ul style="list-style-type: none"> <li>compare and contrast governments and their influence on civilizations.</li> </ul>
<b>Proficient</b>	<b>Sixth grade students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>relate forms of governments to their civilizations;</li> <li>describe how events, ideals, and written documents influenced structures within civilizations;</li> <li>recognize how historical civilizations influence the rights and responsibilities of citizens today.</li> </ul>



<b>Basic</b>	<b>Sixth grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• identify forms of governments;</li> <li>• identify events and written documents that influenced civilizations.</li> </ul>
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**Sixth Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Sixth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify forms of governments;</li> <li>• identify events and written documents that influenced civilizations.</li> </ul>
<b>Intermediate</b>	<b>Sixth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• list three forms of governments;</li> <li>• identify events that influenced civilizations.</li> </ul>
<b>Basic</b>	<b>Sixth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one form of government;</li> <li>• identify one event that influenced the United States.</li> </ul>
<b>Emergent</b>	<b>Sixth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• state what government is;</li> <li>• recognize the Constitution of the United States.</li> </ul>
<b>Pre-emergent</b>	<b>Sixth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

## Sixth Grade Economics Grade Standards, Supporting Skills, and Examples

**Note:** In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

**Note:** Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

**Indicator 1:** Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</b></p> <p><b>Examples:</b> hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership</p>
(Knowledge)	<p><b>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</b></p> <p><b>Examples:</b> traditional, market</p>
(Application)	<p><b>6.E.1.3. Students are able to identify the effects of economic systems on society.</b></p> <p><b>Examples:</b> urbanization, specialization, class system, trade routes, gender roles</p> <p><b>Examples:</b> money values, standardization of money systems</p>

## Sixth Grade Economics Performance Descriptors

<b>Advanced</b>	<p><b>Sixth grade students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>• explain the consequences of failing to meet the needs and wants of society;</li> <li>• compare and contrast past and present economic characteristics.</li> </ul>
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<b>Proficient</b>	<b>Sixth grade students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>• explain societies' attempt to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources;</li> <li>• identify basic economic systems up through the Middle Ages;</li> <li>• identify the effects of economic systems on society.</li> </ul>
<b>Basic</b>	<b>Sixth grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• identify one basic economic system up through the Middle Ages;</li> <li>• identify an effect of an economic system on society.</li> </ul>

**Sixth Grade Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Sixth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify a basic economic system up through the Middle Ages;</li> <li>• identify an effect of an economic system on society.</li> </ul>
<b>Intermediate</b>	<b>Sixth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify a basic economic system used today;</li> <li>• identify the role money plays in society.</li> </ul>
<b>Basic</b>	<b>Sixth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• demonstrate uses of money;</li> <li>• list uses of money in everyday life.</li> </ul>
<b>Emergent</b>	<b>Sixth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• demonstrate trade;</li> <li>• simulate paying with money.</li> </ul>
<b>Pre-emergent</b>	<b>Sixth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Seventh Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former seventh grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography.

**Seventh Grade World History**  
**Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former seventh grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography.

**Seventh Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.</b></p> <p><b>Examples:</b> atlases, globes, almanacs, thematic maps, satellite images, topographic maps, GPS, GIS</p> <p><b>Examples:</b> five themes of geography</p> <p><b>Examples:</b> latitude, longitude, time zones</p>
(Application)	<p><b>7.G.1.2. Students are able to apply location, direction, size, and/or shape to maps.</b></p> <p><b>Examples:</b> South Dakota's location relative to neighboring states</p>
(Application)	<p><b>7.G.1.3. Students are able to identify characteristics of various locations, places, and regions.</b></p> <p><b>Examples:</b> physical features, population</p> <ul style="list-style-type: none"> <li>Identify physical geographic regions as impacted by climate. Examples: temperate, polar, tropical</li> <li>Describe the basics of climate to understand the physical settings of various regions. Examples: latitude, wind and ocean currents, mountains and orographic effect, elevation, proximity to large bodies of water</li> </ul>
(Application)	<p><b>7.E.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations.</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics and the distribution of population both locally and in other parts of the world.</li> <li>Describe the demographic structure of a population by creating and analyzing population pyramids.</li> <li>Explain reasons for variation in population distribution.</li> </ul>

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>7.E.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns.</b></p> <p><b>Examples:</b> tsunamis, El Niño, volcanic eruptions</p>
(Analysis)	<p><b>7.E.2.2. Students are able to identify how humans impact and are affected by the natural environment.</b></p> <p><b>Examples:</b> deforestation, dam building, roads, clothing, housing, diet</p>
(Analysis)	<p><b>7.E.2.3. Students are able to describe the impact of the natural environment on settlement patterns.</b></p> <p><b>Examples:</b> deserts, mountains, rivers, coastlines, prairies</p>
(Synthesis)	<p><b>7.E.2.4. Students are able to identify how human migration impacts politics, the environment, and regions.</b></p> <p><b>Examples:</b> changing South Dakota demographics, pollution, government services, employment, societal norms</p> <ul style="list-style-type: none"> <li>• Identify the causes of human migration. Examples: push and pull factors</li> <li>✓ Explain the concept of culture.</li> <li>• Describe regional and local settlement patterns. Examples: reservations, family, ethnic commonalities, employment</li> <li>• Describe the institutions found within a society. Examples: education, government, religion, economics, family</li> <li>• Describe how cultures and cultural landscapes change. Examples: diffusion, acculturation, innovation, population shifts</li> </ul>

**Seventh Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<b>Seventh grade students performing at the advanced level will:</b> <ul style="list-style-type: none"> <li>• interpret how physical location relates to the environment and impacts the settlement pattern of a region;</li> <li>• explain how human migration impacts politics, the environment, and regions;</li> <li>• extrapolate regional characteristics with the global environment.</li> </ul>
<b>Proficient</b>	<b>Seventh grade students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>• select appropriate resources, data services, and geographic tools to interpret information;</li> <li>• apply location, direction, size, and/or shape to maps;</li> <li>• identify characteristics of various locations, places, and regions;</li> <li>• identify population distribution, growth rates, and characteristics of human populations;</li> <li>• identify natural environmental changes that impact regions and settlement patterns;</li> <li>• identify how humans impact and are affected by the natural environment;</li> <li>• identify how human migration impacts politics, the environment, and regions.</li> </ul>
<b>Basic</b>	<b>Seventh grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• apply location, size, and/or shape to maps;</li> <li>• list characteristics of various locations, places, and regions;</li> <li>• identify natural environmental changes that impact regions and settlement patterns.</li> </ul>

**Seventh Grade Geography  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Seventh grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• apply location, size, and/or shape to maps;</li> <li>• list characteristics of various locations, places, and regions;</li> <li>• identify natural environmental changes that impact regions and settlement patterns.</li> </ul>
<b>Intermediate</b>	<b>Seventh grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• apply location to maps;</li> <li>• list characteristics of the United States;</li> <li>• define “natural environmental change”.</li> </ul>
<b>Basic</b>	<b>Seventh grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• apply shape to maps;</li> <li>• list characteristics of South Dakota;</li> <li>• list examples of changes that occur in nature.</li> </ul>



<b>Emergent</b>	<b>Seventh grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• apply size to maps;</li> <li>• name characteristics of Sioux Falls;</li> <li>• acknowledge that the natural environment changes.</li> </ul>
<b>Pre-emergent</b>	<b>Seventh grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Seventh Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<b>7.C.1.1. Students are able to describe how government impacts the characteristics of place.</b>  <b>Examples:</b> laws and norms, political boundaries <ul style="list-style-type: none"> <li>Identify forms of governments with their countries.</li> </ul> Examples: democracy-U.S.; constitutional monarchy-Canada; dictatorship-Cuba; theocracy-Iran
(Comprehension)	<b>7.C.1.2. Students are able to identify historical events that impacted individual governments.</b>  <b>Examples:</b> Quebec's attempt at secession, fall of Berlin Wall, Puerto Rico becoming a commonwealth

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Synthesis)	<b>7.C.2.1. Students are able to describe how citizens impact social and political issues.</b>  <b>Examples:</b> patriotism, volunteerism, nationalism

**Seventh Grade Civics (Government)**  
**Performance Descriptors**

<b>Advanced</b>	<b>Seventh grade students performing at the advanced level will:</b> <ul style="list-style-type: none"> <li>compare and contrast governments and their influence on regions.</li> </ul>
<b>Proficient</b>	<b>Seventh grade students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>describe how government impacts the characteristics of place;</li> <li>identify historical events that impacted individual governments;</li> <li>describe how citizens impact social and political issues.</li> </ul>

<b>Basic</b>	<b>Seventh grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• identify roles of government within a country;</li> <li>• identify examples of citizens impacting social and political issues.</li> </ul>
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**Seventh Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Seventh grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify roles of government within a country;</li> <li>• identify examples of citizens impacting social and political issues.</li> </ul>
<b>Intermediate</b>	<b>Seventh grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify the roles of the three branches of government in the United States;</li> <li>• list examples of social and political issues.</li> </ul>
<b>Basic</b>	<b>Seventh grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name the three branches of government in the United States;</li> <li>• relate one social issue and one political issue.</li> </ul>
<b>Emergent</b>	<b>Seventh grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• name one branch of government in the United States;</li> <li>• acknowledge social and political issues exist.</li> </ul>
<b>Pre-emergent</b>	<b>Seventh grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

## Seventh Grade Economics Grade Standards, Supporting Skills, and Examples

**Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.**

**Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<b>7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities.</b> <ul style="list-style-type: none"> <li>• Use, distribution, and importance of resources</li> <li>• Different viewpoints with respect to resource use</li> </ul>
(Application)	<b>7.E.1.2. Students are able to describe how economic activity affects standard of living.</b> <b>Examples:</b> education vs. income, gross vs. net income, production price vs. sale price
(Application)	<b>7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.</b> <b>Examples:</b> quotas, tariffs, European Union, NAFTA
(Analysis)	<b>7.E.1.4. Students are able to describe how technology affects the economic development of places and regions.</b> <b>Examples:</b> developed vs. developing countries, impact of industrialization and urbanization
(Application)	<b>7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.</b> <b>Examples:</b> free market, democracy, and U.S.; communism and Cuba; socialism and Sweden

**Seventh Grade Economics  
Performance Descriptors**

<b>Advanced</b>	<b>Seventh grade students performing at the advanced level will:</b> <ul style="list-style-type: none"> <li>• explain how the United States economy impacts the global market;</li> <li>• describe the importance of technology's impact on different economic systems.</li> </ul>
<b>Proficient</b>	<b>Seventh grade students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>• explain how the availability of resources provides for or challenges human activities and affects standard of living;</li> <li>• describe how technology affects the economic development of places and regions;</li> <li>• describe the relationship between government and economic systems.</li> </ul>
<b>Basic</b>	<b>Seventh grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• define standard of living;</li> <li>• identify how technology has changed a place;</li> <li>• list two economic systems.</li> </ul>

**Seventh Grade Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Seventh grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• define standard of living;</li> <li>• identify how technology has changed a place;</li> <li>• list two economic systems.</li> </ul>
<b>Intermediate</b>	<b>Seventh grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• explain salary and taxes;</li> <li>• identify various forms of technology;</li> <li>• list one economic system.</li> </ul>
<b>Basic</b>	<b>Seventh grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• explain how education improves salary;</li> <li>• demonstrate basic computer skills;</li> <li>• describe how goods and money are connected (buy/sell).</li> </ul>
<b>Emergent</b>	<b>Seventh grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• acknowledge people work at a job to support themselves;</li> <li>• demonstrate basic telephone skills;</li> <li>• recognize basic money symbols.</li> </ul>
<b>Pre-emergent</b>	<b>Seventh grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Eighth Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p><b>8.U.S.1.1. Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.</b></p> <ul style="list-style-type: none"> <li>Identify and explain the sources of conflict which led to the American Revolution.  Examples: Proclamation of 1763, Stamp Act, Townshend Acts, Sugar Act, Coercive (Intolerable) Acts, and tax on tea</li> <li>Associate key individuals with their roles in the American Revolution.  Examples: John Adams, Thomas Jefferson, King George, Patrick Henry, Thomas Paine, Samuel Adams, and Benjamin Franklin.</li> <li>Explain the political significance of the Declaration of Independence.</li> <li>Describe major military battles and the role of major American and British military leaders in the American Revolution.  Examples: Lexington and Concord, Saratoga, Yorktown, Bunker Hill, George Washington, Benedict Arnold, George Rogers Clark, William Howe, John Burgoyne, and Charles Cornwallis</li> </ul>
(Comprehension)	<p><b>8.U.S.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.</b></p> <ul style="list-style-type: none"> <li>Explain sequentially how and why the land was acquired and settled.  Examples: Louisiana Purchase, Florida, Oregon, and Texas  Examples: Texas Revolution, Mexican War, Cherokee relocation, Seminole War</li> <li>Describe the reform movement of the mid-nineteenth century in the U.S.  Examples: women, slavery</li> </ul>

(Comprehension)	<p><b>8.U.S.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.</b></p> <ul style="list-style-type: none"> <li>Outline the major sources of conflict. Example: political, geographical, and economic differences</li> <li>Identify key individuals and explain their roles in the Civil War. Examples: Daniel Webster, John C. Calhoun, Abraham Lincoln, John Brown, Jefferson Davis, Stephen Douglas, Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant</li> <li>Describe major military battles and campaigns. Examples: Bull Run, Gettysburg, Antietam, Vicksburg, Shiloh</li> <li>Associate significant political documents and speeches with events. Examples: Gettysburg Address, Emancipation Proclamation</li> </ul>
(Comprehension)	<p><b>8.U.S.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.</b></p> <ul style="list-style-type: none"> <li>Outline the political effects of Reconstruction in the United States. Examples: Freedmen's Bureau, Jim Crow laws, Carpetbaggers, military districts</li> <li>Outline the social changes of Reconstruction in the United States. Example: rise of the Ku Klux Klan</li> </ul>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p><b>8.U.S.2.1. Students are able to explain the impact of the American Revolution on American philosophies.</b></p> <ul style="list-style-type: none"> <li>Compare the political and social differences between 13 separate colonies and one independent nation. Example: Confederation vs. Federal System</li> <li>Contrast the various philosophies of American colonists before and after the Revolution.</li> </ul>

	<p>Examples: Loyalists vs. Patriots, Federalists vs. Anti-Federalists</p>
(Analysis)	<p><b>8.U.S.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.</b></p> <ul style="list-style-type: none"> <li>Describe the impact of Manifest Destiny. Examples: Mexican-American War, Gadsden Purchase</li> <li>Describe ways in which immigration and migration led to conflicts between Anglo-European and Native American cultures. Examples: Trail of Tears, railroads, introduction of reservation system, land grants, missionaries</li> <li>✓ Identify continuing impact of these early conflicts on U.S. government relative with Native Americans. Examples: Minnesota Uprising, Red Cloud's War, Battle of Little Big Horn, Wounded Knee</li> <li>Explain the Abolitionist Movement and its impact on slavery. Examples: underground railroad, role of women, Frederick Douglass, Harriet Tubman</li> <li>Describe the impact of significant inventors and their inventions on society. Examples: Samuel Morse, Eli Whitney, railroads</li> </ul>
(Analysis)	<p><b>8.U.S.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.</b></p> <ul style="list-style-type: none"> <li>Describe the changing roles of women. Examples: Clara Barton, Dorothea Dix</li> <li>Explain how the war affected soldiers, civilians, the physical environment, and future warfare. Examples: total war, sanitation and disease, military technology, division of families</li> </ul>
(Analysis)	<p><b>8.U.S.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.</b></p> <ul style="list-style-type: none"> <li>Describe how the abolition of slavery affected the life of African-Americans in United States' society Examples: political representation, economic opportunities, education, migration</li> <li>✓ Describe the changing federal policy toward Native Americans</li> </ul>



	Examples: assimilation of Native Americans, Dawes Act
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**Eighth Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<b>Eighth grade students performing at the advanced level will:</b> <ul style="list-style-type: none"> <li>• explain the connection between events of the Civil War and Reconstruction;</li> <li>• analyze the role of leadership in times of conflict;</li> <li>• defend the position of each side in the American Revolution and Civil War;</li> <li>• compare the positive and negative effects of westward expansion.</li> </ul>
<b>Proficient</b>	<b>Eighth grade students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>• explain the events, outcomes, and impact of the American Revolution on the emergence of the United States;</li> <li>• describe the influence of westward expansion and reform movements on American culture and philosophies;</li> <li>• explain the events, outcomes, and impact of the Civil War on American society;</li> <li>• summarize political and social changes and their relationship to the culture and philosophies of the United States during Reconstruction.</li> </ul>
<b>Basic</b>	<b>Eighth grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• list the events and outcomes of the American Revolution;</li> <li>• describe the westward expansion and reform movements;</li> <li>• list the events and outcomes of the Civil War;</li> <li>• identify the changes in the United States during Reconstruction.</li> </ul>

**Eighth Grade U.S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Eighth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• list the events and outcomes of the American Revolution;</li> <li>• describe the westward expansion and reform movements;</li> <li>• list the events and outcomes of the Civil War;</li> <li>• identify the changes in the United States during Reconstruction.</li> </ul>
<b>Intermediate</b>	<b>Eighth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• list some of the events and outcomes of the American Revolution;</li> <li>• name the reform movements;</li> <li>• list some of the events and outcomes of the Civil War;</li> <li>• describe the Reconstruction.</li> </ul>

<b>Basic</b>	<b>Eighth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one event of the American Revolution;</li> <li>• define westward expansion;</li> <li>• name one outcome of the Civil War;</li> <li>• name one result of the Reconstruction.</li> </ul>
<b>Emergent</b>	<b>Eighth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• state the American Revolution was a war;</li> <li>• acknowledge that the westward expansion occurred;</li> <li>• state the Civil War happened in the past;</li> <li>• acknowledge that the Reconstruction occurred after the Civil War.</li> </ul>
<b>Pre-emergent</b>	<b>Eighth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Eighth Grade World History**  
**Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former eighth grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.

## **Eighth Grade Geography Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former eighth grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.

**Eighth Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.</b></p> <p><b>Examples:</b> three branches, separation of powers, checks and balances</p> <p><b>Examples:</b> Great Compromise, Three-Fifths Compromise</p>
(Application)	<p><b>8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.</b></p> <p><b>Examples:</b> Northwest Ordinance, Land Ordinance of 1785</p> <p>✓ Identify basic structures of tribal government prior to the Civil War.</p> <p>Examples: Iroquois Confederacy, Cherokee, Tiospaye government, Seven Council Fires (Lakota, Nakota, Dakota,)</p>
(Application)	<p><b>8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.</b></p> <p><b>Examples:</b> Shay's Rebellion, lack of taxation</p>
(Comprehension)	<p><b>8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.</b></p> <p><b>Examples:</b> Emancipation Proclamation, Confederate States of America</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
<b>(Comprehension)</b>	<p><b>8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.</b></p> <p><b>Examples:</b> Bill of Rights, freedom of speech, freedom of religion, right to bear arms, Civil War amendments</p>

**Eighth Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<p><b>Eighth grade students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>• compare the Articles of Confederation with the Constitution;</li> <li>• describe the influence of the Constitution on contemporary legislation;</li> <li>• describe how westward expansion contributed to the Civil War.</li> </ul>
<b>Proficient</b>	<p><b>Eighth grade students performing at the proficient level will:</b></p> <ul style="list-style-type: none"> <li>• describe the successes and problems of the government under the Articles of Confederation;</li> <li>• describe the processes, differing points of view, and outcomes of the Constitutional Convention;</li> <li>• describe the relationship of government to citizens and groups during the Westward Expansion and the Civil War;</li> <li>• describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.</li> </ul>
<b>Basic</b>	<p><b>Eighth grade students performing at the basic level will:</b></p> <ul style="list-style-type: none"> <li>• identify powers of the government under the Articles of Confederation;</li> <li>• identify the fundamental liberties and rights stated in the Bill of Rights;</li> <li>• describe the events of the Constitutional Convention.</li> </ul>

**Eighth Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Eighth grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify powers of the government under the Articles of Confederation;</li> <li>• identify the fundamental liberties and rights stated in the Bill of Rights;</li> <li>• describe the events of the Constitutional Convention.</li> </ul>
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<b>Intermediate</b>	<b>Eighth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• describe the Articles of Confederation;</li> <li>• list three basic rights stated in the Bill of Rights;</li> <li>• describe the Constitutional Convention.</li> </ul>
<b>Basic</b>	<b>Eighth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• state some powers of the government;</li> <li>• name some basic rights;</li> <li>• recognize the Constitution of the United States.</li> </ul>
<b>Emergent</b>	<b>Eighth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• acknowledge governments have powers;</li> <li>• acknowledge people have basic rights;</li> <li>• acknowledge the Constitution exists.</li> </ul>
<b>Pre-emergent</b>	<b>Eighth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

## Eighth Grade Economics Grade Standards, Supporting Skills, and Examples

**Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.**

**Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>8.E.1.1. Students are able to identify economic support for America during conflicts.</b> <b>Examples:</b> France, Spain, Native American <b>Examples:</b> money, goods and supplies, services <b>Examples:</b> Revolutionary War, War of 1812, Civil War
(Analysis)	<b>8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain.</b> <b>Examples:</b> gold rush, fur trade, agriculture <b>Examples:</b> supply and demand, buying on credit, wants vs. needs
(Analysis)	<b>8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800's America.</b> <b>Examples:</b> cotton gin, McCormick reaper, steamboat, steam locomotive, big business
(Comprehension)	<b>8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.</b> <b>Examples:</b> share cropping, contract system

## Eighth Grade Economics Performance Descriptors

<b>Advanced</b>	<b>Eighth grade students performing at the advanced level will:</b> <ul style="list-style-type: none"> <li>• explain why foreign countries provided economic support to America during conflicts;</li> <li>• describe how emerging technologies impacted the American economy.</li> </ul>
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<b>Proficient</b>	<b>Eighth grade students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>• identify economic support for America during conflicts;</li> <li>• describe how westward expansion was motivated by economic gain;</li> <li>• describe the impact of technology and industrialization to the mid-1800's;</li> <li>• outline the economic effects of Reconstruction in the United States.</li> </ul>
<b>Basic</b>	<b>Eighth grade students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• identify one source of economic support for an American conflict;</li> <li>• list one reason economic gain motivated westward expansion;</li> <li>• list one economic effect of the Reconstruction.</li> </ul>

**Eighth Grade Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Eighth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify one source of economic support for an American conflict;</li> <li>• list one reason economic gain motivated westward expansion;</li> <li>• list one economic effect of the Reconstruction.</li> </ul>
<b>Intermediate</b>	<b>Eighth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name three American conflicts;</li> <li>• list three reasons for westward expansion;</li> <li>• describe the Reconstruction.</li> </ul>
<b>Basic</b>	<b>Eighth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one American conflict;</li> <li>• tell about the Gold Rush;</li> <li>• explain the basic concepts of the Civil War.</li> </ul>
<b>Emergent</b>	<b>Eighth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize that America has been involved in many wars;</li> <li>• recognize that the Gold Rush occurred;</li> <li>• recognize that the Civil War and Reconstruction occurred.</li> </ul>
<b>Pre-emergent</b>	<b>Eighth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

## U.S. HISTORY STANDARDS 6-8

The committee, with input from educators throughout the state, revised the former eighth grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.

**Indicator 1: Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.**

Sixth Grade	Seventh Grade	Eighth Grade
<i>See note above.</i>	<i>See note above.</i>	8.U.S.1.1. (Analysis) Relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.
		8.U.S.1.2. (Comprehension) Describe the unfolding of westward expansion and reform movements in the United States.
		8.U.S.1.3. (Comprehension) Describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.
		8.U.S.1.4. (Comprehension) Summarize the political and social changes in the United States during Reconstruction.

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

Sixth Grade	Seventh Grade	Eighth Grade
<i>See note above.</i>	<i>See note above.</i>	8.U.S.2.1. (Analysis) Explain the impact of the American Revolution on American philosophies.
		8.U.S.2.2. (Analysis) Summarize the influence of westward expansion and reform movements on American culture,

		philosophies, and religions.
		8.U.S.2.3. (Analysis) Summarize the impacts of the Civil War on American culture and philosophies.
		8.U.S.2.4. (Analysis) Describe the impact of various cultures and philosophies on the U.S. during Reconstruction.

## WORLD HISTORY STANDARDS

### 6-8

The committee, with input from educators throughout the state, revised the former sixth grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

Sixth Grade	Seventh Grade	Eighth Grade
6.W.1.1. (Analysis) Explain the development of society during the Stone Age.	<i>See note above.</i>	<i>See note above.</i>
6.W.1.2. (Analysis) Explain the development of the River Valley Civilizations based on their geographic locations.		
6.W.1.3. (Analysis) Explain the development of Mediterranean civilizations.		
6.W.1.4. (Analysis) Explain the development of the Middle Eastern civilizations.		
6.W.1.5. (Analysis) Explain the development of the African empires.		
6.W.1.6. (Analysis) Explain the development of the Mesoamerican / Andean empires.		
6.W.1.7. (Analysis) Summarize the political, economic, and social changes that occurred during the Middle Ages.		

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

Sixth Grade	Seventh Grade	Eighth Grade
6.W.2.1. (Analysis) Describe how the structure of Stone Age society changed because of the agricultural revolution.	<i>See note above.</i>	<i>See note above.</i>

6.W.2.2. (Comprehension) Identify the cultural contributions of the River Valley civilizations.		
6.W.2.3. (Comprehension) Identify the cultural contributions of the Mediterranean civilizations.		
6.W.2.4. (Comprehension) Identify the cultural contributions of the Middle Eastern civilizations.		
6.W.2.5. (Comprehension) Identify the cultural contributions of the African empires.		
6.W.2.6. (Comprehension) Identify the cultural contributions of the Mesoamerican / Andean empires.		
6.W.2.7. (Comprehension) Identify the cultural contributions of the Middle Ages.		

## GEOGRAPHY STANDARDS

### 6-8

The committee, with input from educators throughout the state, revised the former seventh grade Social Studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography.

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

Sixth Grade	Seventh Grade	Eighth Grade
<i>See note above.</i>	7.G.1.1. (Application) Select appropriate resources, data services, and geographic tools to interpret information.	<i>See note above.</i>
	7.G.1.2. (Application) Apply location, direction, size, and/or shape to maps.	
	7.G.1.3. (Application) Identify characteristics of various locations, places, and regions.	
	7.G.1.4. (Application) Identify population distribution, growth rates, and characteristics of human populations.	

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

Sixth Grade	Seventh Grade	Eighth Grade
<i>See note above.</i>	7.G.2.1. (Application) Identify natural environmental changes that impact regions and settlement patterns.	<i>See note above.</i>
	7.G.2.2. (Application) Identify how humans impact and are affected by the natural environment.	
	7.G.2.3. (Application) Describe the impact of the natural environment on settlement patterns.	
	7.G.2.4. (Application)	

	Identify how human migration impacts politics, the environment, and regions.	
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**CIVICS (GOVERNMENT) STANDARDS  
6-8**

**Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
6.C.1.1. (Application) Relate forms of governments to their civilizations.	7.C.1.1. (Analysis) Describe how government impacts the characteristics of place.	8.C.1.1. (Comprehension) Describe the basic structure of government adopted through compromises by the Constitutional Convention.
6.C.1.2. (Synthesis) Identify relationships of events, ideals and written documents to changes in civilizations.	7.G.1.2. (Comprehension) Identify historical events that impacted individual governments.	8.C.1.2. (Application) Describe the relationship of government to citizens and groups during the Westward Expansion.
		8.C.1.3. (Application) Describe the successes and problems of the government under the Articles of Confederation.
		8.C.1.4. (Comprehension) Describe the impact of the Civil War on the United States government.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
6.C.2.1. (Evaluation) Recognize how historical civilizations influence the rights and responsibilities of citizens today.	7.C.2.1. (Synthesis) Describe how citizens impact social and political issues.	8.C.2.1. (Comprehension) Describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.



## ECONOMICS STANDARDS

### 6-8

**Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.**

**Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

Sixth Grade	Seventh Grade	Eighth Grade
6.E.1.1. (Application) Explain societies' attempts to satisfy their basic needs and wants by utilizing resources.	7.E.1.1. (Analysis) Explain how the availability of resources provides for or challenges human activities.	8.E.1.1. (Comprehension) Identify economic support for America during conflicts.
6.E.1.2. (Knowledge) Identify basic economic systems through the Middle Ages.	7.E.1.2. (Application) Describe how economic activity affects standard of living.	8.E.1.2. (Analysis) Describe how westward expansion was motivated by economic gain.
6.E.1.3. (Application) Identify the effects of economic systems on society.	7.E.1.3. (Application) Describe the role of trade barriers and agreements in the global economy.	8.E.1.3. (Analysis) Describe the impact of technology and industrialization on mid-1800's America.
	7.E.1.4. (Analysis) Describe how technology affects the economic development of places and regions.	8.E.1.4. (Comprehension) Outline the economic effects of Reconstruction in the United States.
	7.E.1.5. (Application) Describe the relationship between government and economic systems in different countries.	

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**9-12**

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**Core High School U.S. History**  
**Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology .**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from reconstruction to the present.</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the transition of the U.S. from an agrarian society to an industrial nation. Examples: Urbanization/industrialization/immigration Examples: Key people-Thomas Edison, Henry Ford, Wright Brothers</li> <li>• Identify and explain the causes and impact of Western Expansion in relation to the settlements of the great plains. Examples: Homestead Act (1862), Railroad Expansion, Mining Frontier, Open Range, Morrill Act (1862)</li> <li>• Describe the role of big business and labor unions in the development of modern America. Examples: Robber Barons, role of the muckrakers, labor leaders, government policies</li> <li>• Identify and explain the causes and impact of U. S. Imperialism as evidenced by the Spanish-American War, Open Door Policies (Japan and China), Panama Canal Examples: Teddy Roosevelt-Big Stick Imperialism, Boxer Rebellion, Philippine insurrection</li> <li>• Identify social and political origins, accomplishments, and limitations of Progressivism.</li> <li>• Describe the causes and impact of World War I.</li> <li>• Explain the factors that led to the Great Depression. Examples: Post World War I economy, dust bowl</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the New Deal and its legacy (social and economic).</li> <li>• Explain the entry, the major battles, and the effects of World War II. Example: Native American Code Talkers</li> <li>• Identify Domestic Events post-WWII. Examples: Space Race, Iran contra-affair, Watergate, Clinton impeachment</li> <li>• Describe role of the U. S. in world affairs as it relates to the Cold War. Examples: Post World II Europe, Korea, Cuba, Vietnam, Iran Conflict</li> <li>• Identify foreign events, policies, and issues from 1990 to present-day as they relate to U.S History. Examples: Middle East Events-Gulf Wars, Fall of Berlin Wall, 9/11, Bosnia situation, Afghanistan, North Korea, terrorism</li> </ul>
(Application)	<p><b>9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</b></p> <p><b>Examples:</b> American Revolution, Westward Movement, Civil War/Reconstruction</p>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p><b>9-12.U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</b></p> <ul style="list-style-type: none"> <li>• Explain the causes of conflicts with Native Americans. Examples: Fort Laramie Treaties of 1851 and 1868, Minnesota Uprising (1862), Sand Creek Massacre (1864), Red Cloud's War (1864-1868), Battle of Little Big Horn (1876)</li> <li>• Explain the impact of U.S. policy on Native Americans. Examples: Manifest Destiny, Black Hills Cession of 1877, General Allotment Act/Dawes Act (1887), Ghost Dance religion, Wounded Knee Massacre (1890)</li> </ul>

(Application)	<p><b>9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</b></p> <ul style="list-style-type: none"> <li>• Cultural movements Examples: Harlem Renaissance and jazz age, counterculture</li> <li>• Religious and educational movements Examples: Social gospel, Evangelicalism, Mormon, Native American education reform</li> <li>• Political movements Examples: Women’s suffrage, Populists and Progressives, Isolationists, Anarchists, Anti-communism, Civil Rights movement, American Indian movement, Reagan revolution</li> <li>• Social reform movements Examples: feminism, Social Darwinism, temperance, baby boomer</li> <li>• Economic movements Examples: Post-World War affluent society, global economy, Reaganomics</li> </ul>
(Knowledge)	<p><b>9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</b></p> <ul style="list-style-type: none"> <li>• Native Americans and reservation system</li> <li>• Railroad, farming, livestock, and mining patterns</li> <li>• settlements according to nationality and religion Examples: German, Swedes, Norwegians, Bohemians, Czech, Dutch, etc. Examples: Hutterite, Mennonite, etc.</li> </ul>

**Core High School U.S. History  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain the cause-effect relationships and legacy that distinguish significant historical periods and relationships;</li> <li>• describe the causes and effects of cultural, economic, religious,</li> </ul>

	<p>political and social reform movements on the development of the U.S.;</p> <ul style="list-style-type: none"> <li>• identify the influences of groups on settlement patterns of South Dakota and the Great Plains Region.</li> </ul>
<b>Basic</b>	<p><b>High school students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify groups who influenced the settlement of South Dakota;</li> <li>• given historical periods, sequence events.</li> </ul>

**Core High School U. S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>High school ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify groups who influenced the settlement of South Dakota;</li> <li>• given historical periods, sequence events.</li> </ul>
<b>Intermediate</b>	<p><b>High school ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• identify a group who influenced the settlement of South Dakota;</li> <li>• name two historical events.</li> </ul>
<b>Basic</b>	<p><b>High school ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• recognize that groups had an influence of the settlement of South Dakota;</li> <li>• name one historical event.</li> </ul>
<b>Emergent</b>	<p><b>High school ELL students performing at the emergent level:</b></p> <ul style="list-style-type: none"> <li>• find South Dakota on a map of the United States;</li> <li>• recognize that people, places, and ideas change throughout history.</li> </ul>
<b>Pre-emergent</b>	<p><b>High school ELL students performing at the pre-emergent level:</b></p> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Core High School World History  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.</b></p> <ul style="list-style-type: none"> <li>• Describe developments in Italy and Northern Europe during the Renaissance period. Examples: Humanism, arts and literature, intellectual development, trade and technological advances</li> <li>• Explain the causes and impact of the Reformation. Examples: Tension between religious and secular authorities, reformers and doctrines, the counter-reformation, the English reformation, wars of religion</li> <li>• Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment. Examples: Scientific Revolution (astronomical theories of Copernicus, and Galileo; Newton's Law of Gravity) Examples: Age of Enlightenment (the philosophies of Montesquieu, Voltaire, and Rousseau)</li> <li>• Describe the impact of the French Revolution on Europe. Examples: Causes of the French Revolution, influence of the American Revolution on the French Revolution, objectives of different groups</li> <li>• Describe the development of the Industrial Revolution and its impact on economics, social structure, urbanization, and politics of the global society.</li> <li>• Explain the causes and consequences of World War I and World War II. Example: Russian Revolution Examples: Post World War II realignment and reconstruction in Europe, Asia, and Latin America. Examples: Impact and legacy of the Cold War</li> </ul>

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</b></p> <ul style="list-style-type: none"> <li>• Mercantilism and imperialism</li> <li>• Absolutism and constitutionalism and their impact on European nations</li> <li>• Nationalism and imperialism as forces of global transformation</li> <li>• Nationalism, militarism, civil war, and terrorism in today's world</li> <li>• Democracies and dictatorships from the late twentieth century to the present.</li> </ul>

**Core High School World History  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• provide evidence to explain the relationships of historical events as they impacted subsequent events;</li> <li>• critique a leader's actions during a significant historical event from the perspective of the leader;</li> <li>• critique government policies and actions related to significant historical events.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present;</li> <li>• define the key distinguishing features of mercantilism, imperialism, absolutism, constitutionalism, nationalism, militarism, civil war, terrorism, modern democracies, and dictatorships.</li> </ul>
<b>Basic</b>	<p><b>High school students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• given historical periods, identify the significant periods from the renaissance to the present;</li> <li>• distinguish between a democracy and a dictatorship;</li> <li>• match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism.</li> </ul>

**Core High School World History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>High school ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• given historical periods, identify the significant periods from the Renaissance to the present;</li> <li>• distinguish between a democracy and a dictatorship;</li> <li>• match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism.</li> </ul>
<b>Intermediate</b>	<b>High school ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify two significant periods from the Renaissance to the present;</li> <li>• define democracy;</li> <li>• match the term with the definition of mercantilism, imperialism, constitutionalism, and militarism.</li> </ul>
<b>Basic</b>	<b>High school ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one significant period from the Renaissance to the present;</li> <li>• define dictatorship;</li> <li>• match the term with the definition of absolutism, nationalism, terrorism.</li> </ul>
<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize a difference exists between historical periods and the present;</li> <li>• recognize a difference exists between democracy and dictatorship;</li> <li>• begin to know the vocabulary associated with types of governments.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>



**Core High School Geography  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.</b></p> <ul style="list-style-type: none"> <li>• Use geographic tools to represent and interpret the earth's physical and human characteristics.</li> <li>• Use maps, globes, and other geographic tools to acquire, process, and report information.</li> <li>• Given verbal or written geographical cues, use a mental map to solve a problem.</li> <li>• Select and interpret map projections, and other representations to analyze geographic problems</li> </ul>
(Application)	<p><b>9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.</b></p> <ul style="list-style-type: none"> <li>• Bar graph, circle graph, line graph, pictographs</li> </ul>

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.</b></p> <ul style="list-style-type: none"> <li>• The characteristics, location, distribution, and migration of human populations</li> </ul> <p>Examples: reasons for variation in population distribution, reasons for human migration and its effects on places</p> <p>Examples: trends and effects of world population and patterns</p> <p>Examples: causes and effects of urbanization</p>
(Comprehension)	<p><b>9-12.G.2.2. Students are able to explain how humans interact with their environment.</b></p> <ul style="list-style-type: none"> <li>• Human actions depend upon, adapt to, and modify the physical environment.</li> <li>• Ways in which technology has expanded human capacity to</li> </ul>

	<p>modify the physical environment</p> <ul style="list-style-type: none"> <li>• The impact of physical geography on human interaction</li> <li>• How place characteristics have affected locations</li> </ul> <p>Examples: land usage (New Orleans being below sea level); staple diets (Japanese-fish, Irish-potatoes); man-made accommodations (Great Wall of China, Netherlands polders, canals)</p> <ul style="list-style-type: none"> <li>• Identify viewpoints that influence the management of earth's resources.</li> </ul> <p>Example: Greenpeace, OPEC, Sierra Club versus Lumber industry, PETA</p>
(Analysis)	<p><b>9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</b></p> <ul style="list-style-type: none"> <li>• The differing characteristics in developing and developed countries</li> <li>• How cooperation and conflict among people influence the division and control of the earth's resources</li> </ul> <p>Examples: nations of Western Europe joined together in the European Union; cartels.</p> <ul style="list-style-type: none"> <li>• Know the geographic factors that affect economic interdependence.</li> </ul> <p>Examples: transportation routes, movement patterns, market areas</p>
(Knowledge)	<p><b>9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.</b></p> <p><b>Examples:</b> spatial distribution, cultural diffusion, acculturation, institutions, language</p>

### Core High School Geography Performance Descriptors

<b>Advanced</b>	<p><b>High school students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate the use and limitations of map projections;</li> <li>• evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information;</li> <li>• analyze and explain the fundamental role that place characteristics and environments have played in history;</li> <li>• compare and contrast how humans interact with their environment;</li> </ul>
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	<ul style="list-style-type: none"> <li>• analyze how past and present trends of human migration impacts politics, environment, economies and societies;</li> <li>• articulate the impact of cultural geography on societies and regions.</li> </ul>
<b>Proficient</b>	<b>High school students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• use resources, data services, and geographic tools that generate, and interpret information;</li> <li>• explain how humans depend on, modify, and interact with their environment;</li> <li>• explain how human migration impacts local and global politics, environment, economies, societies and regions;</li> <li>• identify the main characteristics of cultural geography.</li> </ul>
<b>Basic</b>	<b>High school students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• given a map identify location, direction, scale, key and type of map;</li> <li>• given verbal or written geographical cues, use a mental map to solve a problem;</li> <li>• given a list of cultural geography characteristics, match terms to characteristics;</li> <li>• list three ways people interact with their environment.</li> </ul>

**Core High School Geography  
ELL Performance Descriptors**

<b>Proficient</b>	<b>High school ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• given a map, identify location, direction, scale, key and type of map;</li> <li>• given verbal or written geographical cues, use a mental map to solve a problem;</li> <li>• given a list of cultural geography characteristics, match terms to characteristics;</li> <li>• list three ways people interact with their environment.</li> </ul>
<b>Intermediate</b>	<b>High school ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• given a map, identify type of map and scale;</li> <li>• given written geographical cues, use a mental map to solve a problem;</li> <li>• define three cultural geography characteristics;</li> <li>• list two ways people interact with their environment.</li> </ul>
<b>Basic</b>	<b>High school ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• given a map, identify key;</li> <li>• given written geographical cues, use a map to solve a problem;</li> <li>• define two cultural geography characteristics;</li> <li>• list one way people interact with their environment.</li> </ul>

<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• given a map, identify direction;</li> <li>• given verbal geographical cues, locate items on a map;</li> <li>• define one cultural geography characteristic;</li> <li>• recognize that people interact with their environment.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Core High School Civics (Government)  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.C.1.1. Students are able to explain the characteristics of various forms of government.</b></p> <p><b>Example:</b> Democracies (direct and indirect); Totalitarian/Authoritarian (dictatorships, absolute monarchy)</p> <ul style="list-style-type: none"> <li>• Geographic distribution of power Examples: unitary, federal, confederation</li> <li>• The relationship between the legislative and executive branches Examples: presidential, parliamentary</li> <li>• The number of citizens who may participate</li> </ul>
(Evaluation)	<p><b>9-12.C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.</b></p> <p><b>Examples:</b> documents - Magna Carta, Petition of Rights, English Bill of Rights, Mayflower Compact, British Colonial Legislation (Intolerable Acts, Stamp Act, Writs of Assistance), Articles of Confederation, Colonial/early State Constitutions, Declaration of Independence</p> <p><b>Examples:</b> ideals – Greek and Roman governments, League of Iroquois Confederation, Social Contract</p> <p><b>Example:</b> philosophers - Locke, Hobbes, Rousseau, Montesquieu, Machiavelli</p>
(Knowledge)	<p><b>9-12.C.1.3. Students are able to identify the principles of the American Constitution.</b></p> <ul style="list-style-type: none"> <li>• Separation of Powers/Checks and Balances Examples: legislative, executive, judicial Example: Describe the structures, functions, and powers of the branches of government.</li> <li>• Federalism-division of power among national, state, local, and tribal</li> <li>• Limited Government (Rule of law/Constitutionalism)</li> </ul>

	<ul style="list-style-type: none"> <li>• Popular Sovereignty</li> <li>• Judicial review</li> </ul> <p>Example: Landmark decisions of the United States Supreme Court (Marbury v. Madison, Miranda v. Arizona, Plessey v. Ferguson, Brown v. Board of Education, Roe v. Wade)</p> <ul style="list-style-type: none"> <li>• Amendment process</li> <li>• Rationale for constitutional amendments and the conflicts they address</li> </ul>
(Comprehension)	<p><b>9-12.C.1.4. Students are able to explain the principles of American democracy.</b></p> <ul style="list-style-type: none"> <li>• Fundamental worth of the individual</li> <li>• Equality of all persons</li> <li>• Majority rule/minority rights</li> <li>• Necessity of compromise</li> <li>• Individual freedom</li> </ul>
(Comprehension)	<p><b>9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.</b></p> <ul style="list-style-type: none"> <li>• State</li> <li>• Local – divisions (county, city, townships)</li> <li>• Tribes – reservations, tribal constitutions, governments</li> </ul> <p>Example: Nine South Dakota reservations with separate constitutions and government</p>
(Application)	<p><b>9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.</b></p> <p><b>Examples:</b> Monroe Doctrine, Roosevelt Corollary, Iran-Contra</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.</b></p> <ul style="list-style-type: none"> <li>• Describe the roles of the citizen in the legislative and electoral process</li> </ul> <p>Examples: the right to vote, referendum, initiative, recall</p>

	<ul style="list-style-type: none"> <li>Describe the benefits, duties, and responsibilities of citizenship in the United States. Example: Volunteerism benefits and rewards -Native American's enlisting in the military</li> <li>Explain the nature and functions of major and minor political parties, interest groups, and media on the political process.</li> <li>Describe the campaign and election process for national, state, and local offices.</li> <li>Describe the Electoral College process.</li> </ul>
(Comprehension)	<b>9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</b> <ul style="list-style-type: none"> <li>Bill of Rights and other amendments</li> </ul>
(Comprehension)	<b>9-12.C.2.3. Students are able to describe the process of naturalization.</b> <ul style="list-style-type: none"> <li>Describe the benefits, duties, and responsibilities of citizenship in the United States.</li> </ul>

**Core High School Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>High school students performing at the advanced level will:</b> <ul style="list-style-type: none"> <li>explain strengths and weaknesses of various forms of government worldwide;</li> <li>analyze the influence of major historical documents and ideals on the formation of the United States government.</li> </ul>
<b>Proficient</b>	<b>High school students performing at the proficient level will:</b> <ul style="list-style-type: none"> <li>explain the characteristics of various forms of government;</li> <li>determine the influence of major historical documents and ideals on the formation of the United States government;</li> <li>explain the principles of American Constitutional government and how they are realized in its structures and functions;</li> <li>describe the state, local, and tribal governments with emphasis on their structures, functions, and powers;</li> <li>describe the means of influencing and participating in a republic;</li> <li>identify the meaning of basic constitutional rights guaranteed to citizens;</li> <li>describe the process of naturalization.</li> </ul>

<b>Basic</b>	<b>High school students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• list the two main forms of government worldwide;</li> <li>• list the three branches of government;</li> <li>• list the three levels of federalism;</li> <li>• explain how to register and where to vote;</li> <li>• list three of the five guarantees in the first amendment.</li> </ul>
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**Core High School Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<b>High school ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• list the two main forms of government worldwide;</li> <li>• list the three branches of government;</li> <li>• list the three levels of federalism;</li> <li>• explain how to register and where to vote;</li> <li>• list three of the five guarantees in the first amendment.</li> </ul>
<b>Intermediate</b>	<b>High school ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• list one main form of government in the world;</li> <li>• list two branches of government;</li> <li>• list two level of federalism;</li> <li>• explain how to register;</li> <li>• list two of the five guarantees in the first amendment.</li> </ul>
<b>Basic</b>	<b>High school ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name the form of government in the United States;</li> <li>• list one branch of government;</li> <li>• list one level of federalism;</li> <li>• explain where to vote;</li> <li>• list one of the five guarantees in the first amendment.</li> </ul>
<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize different forms of exist worldwide;</li> <li>• recognize different branches of government exist;</li> <li>• match federalism with its definition;</li> <li>• recognize voting is part of citizenship;</li> <li>• recognize the first amendment is part of the Bill of Rights.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>



## Core High School Economics Standards, Supporting Skills, and Examples

### Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

*Note: Some districts provide a separate required economics class. If the district does not provide or provides the economics class only as an elective, the Core Standards are taught to all students in other required social studies classes. For purposes of those districts not providing a required economics course, notations are provided below at the end of each standard to suggest likely courses in which the standard may be taught and mastered.*

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p><b>9-12.E.1.1. Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [World History, Geography, U.S. History, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>Identify contributors of modern economics. Examples: Adam Smith and Karl Marx</li> <li>Explain the transition of the former Soviet bloc nations to market economies.</li> <li>Explain the fundamentals of the market system. Examples: Identify the factors of production; identify the role of competition; compare methods of ownership: sole proprietorships, partnerships, corporations, cooperatives, conglomerates, franchises, monopolies, and oligopolies; explain the costs and benefits of entrepreneurial decisions; describe the structure and functions of financial markets: stocks and bonds.</li> </ul>
(Analysis)	<p><b>9-12.E.1.2. Students are able to explain how scarcity/surplus affects the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>Identify negative and positive aspects of economic growth.</li> <li>Differentiate between wants versus needs.</li> </ul>
(Application)	<p><b>9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>Describe the influence of the Federal Reserve System in the U.S. economy;</li> <li>Describe economic stabilization policies of the U.S. Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission)</li> </ul>

(Evaluation)	<p><b>9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States [U.S. History, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>• Explain how supply and demand for labor affects wages.</li> <li>• Explain the impact of outsourcing on the market economy and labor.</li> <li>• Describe the positive and negative aspects of government policies that affect employment.</li> </ul> <p>Examples: minimum wage, affirmative action, age</p>
(Application)	<p><b>9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [(U.S. History, Civics (Government))]</b></p> <ul style="list-style-type: none"> <li>• Supply and demand and their effect on price Examples: supply and demand x graph chart Examples: gas prices, Great Depression</li> <li>• Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation</li> </ul>
(Synthesis)	<p><b>9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>• Describe the U.S. trade deficit and policies.</li> <li>• Describe economic alliances: OPEC, NAFTA, GATT, EU</li> <li>• Define domestic output, national income, and price level.</li> </ul>

**Core High School Economics  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>• explain costs and benefits of government intervention in the economy of the United States;</li> <li>• describe methods used to measure domestic output, national income, and price level.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level will:</b></p> <ul style="list-style-type: none"> <li>• explain how scarcity affects the basic economic questions of what, how, how much, and for whom to produce;</li> <li>• use graphs to illustrate changes in supply and demand and their effect on price;</li> <li>• explain the fundamentals of the market system (free enterprise) and compare the characteristics of the world's traditional, command and market economies;</li> <li>• explain the impact of labor on the economy of the United</li> </ul>

	<p>States;</p> <ul style="list-style-type: none"> <li>• explain the role of money and the structure of the banking system of the U.S.;</li> <li>• explain basic elements of trade and its impact on the U.S. economy.</li> </ul>
<b>Basic</b>	<p><b>High school students performing at the basic level will:</b></p> <ul style="list-style-type: none"> <li>• identify basic economic terms;</li> <li>• identify the market system;</li> <li>• identify how supply and demand affect price.</li> </ul>

**Core High School Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>High school ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify basic economic terms;</li> <li>• identify the market system;</li> <li>• identify how supply and demand affect price.</li> </ul>
<b>Intermediate</b>	<p><b>High school ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• identify three basic economic terms;</li> <li>• define supply and demand;</li> <li>• recognize that supply and demand affect price.</li> </ul>
<b>Basic</b>	<p><b>High school ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify two basic economic terms;</li> <li>• define demand;</li> <li>• identify a reason why prices may change.</li> </ul>
<b>Emergent</b>	<p><b>High school ELL students performing at the emergent level:</b></p> <ul style="list-style-type: none"> <li>• identify one basic economic term;</li> <li>• define supply;</li> <li>• recognize that prices change.</li> </ul>
<b>Pre-emergent</b>	<p><b>High school ELL students performing at the pre-emergent level:</b></p> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Advanced High School U.S. History  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.U.S.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</b></p> <ul style="list-style-type: none"> <li>• Chronicle the transition of the U.S. from an agrarian society to an industrial nation.</li> <li>• Critique the causes and impact of Western Expansion.</li> <li>• Critique the causes and impact of U. S. Imperialism.</li> <li>• Describe social and political origins, accomplishments, and limitations of Progressivism.</li> <li>• Explain the relationship between domestic events and foreign policies as they relate to the United States role in world affairs.</li> </ul>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.U.S.2.1A. Students are able to evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.</b></p>

**Advanced High School World History  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.W.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</b></p> <ul style="list-style-type: none"> <li>• Provide evidence to explain the cause-effect relationships of historical events from the Renaissance to the present. Examples: Reformation, Commercial Revolution, Scientific Revolution, Industrial Revolution</li> <li>• Critique a leader's actions during a significant historical event from the perspective of the leader. Examples: French Revolution, WWII, Glorious Revolution</li> <li>• Critique government policies and actions related to significant historical events. Examples: Marshall Plan, European Economic Union, Warsaw Pact, United Nations, NATO</li> </ul>

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.W.2.1A. Students are able to describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.</b></p> <ul style="list-style-type: none"> <li>• mercantilism and imperialism in European exploration and colonization in the sixteenth century</li> <li>• rise of absolutism and constitutionalism and their impact on European nations</li> <li>• nationalism and imperialism as forces of global transformation</li> <li>• nationalism, militarism, civil war, and terrorism in today's world</li> <li>• democracies and dictatorships from the late twentieth century to the present</li> </ul>

**Advanced High School Geography  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.G.1.1A. Students are able to evaluate and select resources, data services, and geographic tools that generate and interpret information.</b></p> <ul style="list-style-type: none"> <li>• Determine the validation of generated information.</li> <li>• Identify the changes that occur in the value, use, location, and distribution of resources.</li> <li>• Describe the influence of different viewpoints on policies and programs for resource use and management.</li> <li>• Explain how differing viewpoints influence the development of policies designed to use and manage earth's resources.</li> <li>• Apply geography to understand the present and plan for the future.</li> </ul>
(Synthesis)	<p><b>9-12.G.1.2A. Students are able to construct geographic representations when given information about places and events.</b></p> <ul style="list-style-type: none"> <li>• bar graph, circle graph, line graph, pictographs, map projections</li> </ul>

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.G.2.1A. Students are able to analyze and articulate the fundamental role that place characteristics and environments have played in history.</b></p> <p><b>Example:</b> Russian winter played an important part in the defeat of Napoleon's and Hitler's armies.</p>
(Evaluation)	<p><b>9-12.G.2.2A. Students are able to evaluate how humans interact with their environment.</b></p>
(Synthesis)	<p><b>9-12.G.2.3A. Students are able to investigate how past and present trends of human migration impact both local and global politics, environments, economies, and societies.</b></p>

(Analysis)	<b>9-12.G.2.4A. Students are able to compare and contrast the differing characteristics in developing and developed countries.</b>
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**Advanced High School Civics (Government)  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<b>9-12.C.1.1A. Students are able to compare the United States' political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions.</b>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<b>9-12.C.2.1A. Students are able to enumerate the basic constitutional rights guaranteed to citizens and their related impacts on society.</b>
(Analysis)	<b>9-12.C.2.2A. Students are able to analyze and explain the purpose of politics/political activity and the related implications for United States citizens.</b>
(Analysis)	<b>9-12.C.2.3A. Students are able to identify various issues involving individual rights and responsibilities in relation to the general welfare.</b>
(Analysis)	<b>9-12.C.2.4A. Students are able to analyze campaigns for national, state, and local elective office, including the nominating process; campaign funding and spending; the influence of media coverage, campaign advertising, and public opinion polls.</b>



**Advanced High School Economics  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Synthesis)	<p><b>9-12.E.1.1A. Students are able to differentiate the patterns and networks of global economic interdependence in relation to local, regional, and world economies.</b></p> <p><b>Examples:</b> transportation routes, movement patterns, market areas</p> <p><b>Example:</b> how and why levels of economic development vary among places</p>
(Analysis)	<p><b>9-12.E.1.2A. Students are able to analyze graphs to determine changes in supply and demand and their effect on price and quality.</b></p>
(Evaluation)	<p><b>9-12.E.1.3A. Students are able to compare and contrast the economic systems of foreign countries with the market system of the United States.</b></p>
(Analysis)	<p><b>9-12.E.1.4A. Students are able to describe methods used to measure domestic output, national income, and price level.</b></p> <ul style="list-style-type: none"> <li>• Explain how the Gross Domestic Product (GDP), the Consumer Price Index (CPI) and Gross National Product (GNP) are calculated.</li> </ul>
(Analysis)	<p><b>9-12.E.1.5A. Students are able to describe the effect of fluctuation in national output and its relationship to unemployment and inflation.</b></p>

**U. S. HISTORY STANDARDS**  
**9-12**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Core HS Standards</b>
9-12.U.S.1.1. (Analysis) Explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.
9-12.U.S.1.2. (Application) Relate previously learned information of these time periods to the context of succeeding time periods.
<b>Advanced HS Standards</b>
9-12.U.S.1.1A. (Evaluation) Relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Core HS Standards</b>
9-12.U.S.2.1. (Analysis) Describe the causes and effects of interactions between the U.S. government and Native American cultures.
9-12.U.S.2.2. (Application) Describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.
9-12.U.S.2.3. (Knowledge) Identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.
<b>Advanced HS Standards</b>
9-12.U.S.2.1A. (Evaluation) Evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.

**WORLD HISTORY STANDARDS**  
**9-12**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Core HS Standards</b>
9-12.W.1.1. (Analysis) Explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.
<b>Advanced HS Standards</b>
9-12.W.1.1.A. (Evaluation) Relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Core HS Standards</b>
9-12.W.2.1. (Comprehension) Define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.
<b>Advanced HS Standards</b>
9-12.W.2.1A. (Analysis) Describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.

## GEOGRAPHY STANDARDS

### 9-12

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Core HS Standards</b>
9-12.G.1.1. (Application) Use resources, data services, and geographic tools that generate, and interpret information.
9-12.G.1.2. (Application) Interpret geographic representations when given information about places and events.
<b>Advanced HS Standards</b>
9-12.G.1.1A. (Evaluation) Evaluate and select resources, data services, and geographic tools that generate and interpret information.
9-12.G.1.2A. (Synthesis) Construct geographic representations when given information about places and events

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>Core HS Standards</b>
9-12.G.2.1. (Analysis) Identify and explain the impact of the natural environment on human settlement patterns.
9-12.G.2.2. (Comprehension) Explain how humans interact with their environment.
9-12.G.2.3. (Analysis) Explain how human migration impacts local and global politics, environment, economies, societies, and regions.
9-12.G.2.4. (Knowledge) Identify the main characteristics of cultural geography.
<b>Advanced HS Standard</b>
9-12.G.2.1A. (Analysis) Analyze and articulate the fundamental role that place characteristics and environments have played in history.
9-12.G.2.2A. (Evaluation) Evaluate how humans interact with their environment.
9-12.G.2.3A. (Synthesis) Investigate how past and present trends of human migration impact both local and global politics, environment, economies, and societies.
9-12.G.2.4A. (Analysis) Compare and contrast the differing characteristics in developing and developed countries.

## CIVICS (GOVERNMENT) STANDARDS 9-12

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Core HS Standards</b>
9-12.C.1.1. (Analysis) Explain the characteristics of various forms of government.
9-12.C.1.2. (Evaluation) Determine the influence of major historical documents and ideals on the formation of the United States government.
9-12.C.1.3. (Knowledge) Identify the principles of the American Constitution.
9-12.C.1.4. (Comprehension) Explain the principles of American democracy.
9-12.C.1.5. (Comprehension) Describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.
9-12.C.1.6. (Application) Explain basic elements of trade and its impact on the U.S.
<b>Advanced HS Standards</b>
9-12.C.1.1A. (Evaluation) Compare the United States political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Core HS Standards</b>
9-12.C.2.1. (Application) Describe the means of influencing and/or participating in a republic.
9-12.C.2.2. (Comprehension) Determine the meaning of basic constitutional rights guaranteed to citizens.
9-12.C.2.3. (Comprehension) Describe the process of naturalization.
<b>Advanced HS Standards</b>
9-12.C.2.1A. (Analysis) Enumerate the basic constitutional rights guaranteed to citizens and their related impacts on society.
9-12.C.2.2A. (Analysis) Analyze and explain the purpose of politics/political activity and the related implications for United States citizens.
9-12.C.2.3A. (Analysis) Identify various issues involving individual rights and responsibilities in relation to the general welfare.
9-12.X.2.4A. (Analysis) Analyze campaigns for national, state, and local elective office, including the nominating process; campaign funding and spending; the influence of media coverage, campaign advertising, and public opinion polls.

## ECONOMICS STANDARDS 9-12

### **Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.**

*Note: Some districts provide a separate required economics class. If the district does not provide or provides the economics class only as an elective, the Core Standards are taught to all students in other required social studies classes. For purposes of those districts not providing a required economics course, notations are provided below at the end of each standard to suggest likely courses in which the standard may be taught and mastered.*

<b>Core HS Standards</b>
9-12.E.1.1. (Analysis) Compare the characteristics of the world’s traditional, command, market, and mixed economies.
9-12.E.1.2. (Analysis) Explain how scarcity/surplus affect the basic questions of what, how, how much, and for whom to produce.
9-12.E.1.3. (Application) Explain the role of money and the structure of the banking system of the U.S.
9-12.E.1.4. (Evaluation) Explain the impact of labor and governmental policies on the economy of the United States.
9-12.E.1.5. (Application) Use graphs to illustrate changes in economic trends.
9-12.E.1.6. (Synthesis) Explain basic elements of trade and its impact on the U.S. economy.
<b>Advanced HS Standards</b>
9-12.E.1.1A. (Synthesis) Differentiate the patterns and networks of global economic interdependence in relation to local, regional, and world economies.
9-12.E.1.2A. (Analysis) Analyze graphs to determine changes in supply and demand and their effect on price and quality.
9-12.E.1.3A. (Evaluation) Compare and contrast the economic systems of foreign countries with the market system of the United States.
9-12.E.1.4A. (Analysis) Describe methods used to measure domestic output, national income, and price level.
9-12.E.1.5A. (Analysis) Describe the effect of fluctuation in national output and its relationship to unemployment and inflation.

## SOUTH DAKOTA SOCIAL STUDIES STANDARDS GLOSSARY

*Note: This glossary contains explanations that are not necessarily formal social studies definitions, but are intended to clarify their intended meaning in the standards document.*

**Abolitionist** A reformer who favors putting an end to slavery.

**Absolute locations** The exact position of a place on the earth's surface.

**Acculturation** The modification of the culture of a group or individual as a result of contact with a different culture (also known as cultural diffusion).

**Affect** To have an influence on or effect a change in.

**Affluent** A person who is financially well-off.

**Agrarian** Relating to agricultural or rural matters.

**Authoritarian** Characterized by or favoring absolute obedience to authority, as opposed to individual freedom.

**Barter** To trade goods or services without the exchange of money.

**Billy Mills** An Oglala Sioux Native American who won 10 thousand meter race in 1964 Olympic Games in Tokyo.

**Business cycle** A trend of commerce, with periods of prosperity and recession.

**Capitalism** An economic system in which the means of production and distribution are privately or corporately owned and development is proportionate to the accumulation and reinvestment of profits gained in a free market.

**Capital resource** Any asset used in the production of products and/or services.

**Cardinal directions** One of the four compass points: North, South, East and West.

**Cartel** A group of parties, factions, or nations united in a common cause; a bloc.

**caste system** A social structure in which classes are determined by heredity.

**Cause and effect** The concept that an action or event will produce a certain response to the action in the form of another event.

**City-state** A sovereign state consisting of an independent city and its surrounding territory.

**Charles Curtis** A Kaw Native American who served as Vice-President under Herbert Hoover (1929-1933).

**Checks and balances** The powers (such as judicial review, the presidential veto, and the congressional override) conferred on each of the three branches of government by which each restrains the others from exerting too much power.

**Children's Days** A Japanese day to celebrate children. Boy's Day is on May 5; boys fly kites (carp) on streamers and display warrior dolls. Girl's Day is on March 3; girls display dolls in their homes.

**Chronology** The arrangement of events in time.

**Code Talker** Native American people serving in the military during World War II who developed and communicated with a special code.

**Command economy** Economic system in which the government owns the land, resources, and means of production and makes all economic decisions.

**Communism** A system of government in which the state plans and controls the economy and a single, often authoritarian, party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people.

**Community** A group of people living in the same locality and under the same government.

**Compass rose** A symbol on a compass or map that is circular with graded points for the directions; also called *rose*.

**Confederation** A group of confederates, especially of states or nations, united for a common purpose; a league.

**Conglomerate** An economic system that allows for the simultaneous operation of publicly and privately owned enterprises.

**Consumer** A person who uses goods or services.

**Crazy Horse** Sioux chief who resisted the invasion of the Black Hills and joined Sitting Bull in the defeat of General Custer at Little Bighorn (1849-1877). Monument located in Custer, South Dakota.

**Culture** The patterns, traits, and products considered as the expression of a particular period, class, community, or population. The way people live including how various levels of need are met and uniqueness is expressed including creation of a form of art, government, religion, and education.

**Cultural geography** The study of the impact of human culture on the landscape.

**Data services** Sites for statistical information (*e.g.*, U.S. Census Bureau, Center for Disease Control, etc.).

**Democracy** Government by the people, exercised either directly or through elected representatives; political or social unit that has such a government; the common people, considered as the primary source of political power; majority rule; the principles of social equality and respect for the individual within a community.

**Demographic** Relating to the dynamic balance of a population, especially with regard to density and capacity for expansion or decline.

**Dictatorship** A form of government in which the ruler is an absolute dictator (not restricted by a constitution or laws or opposition, etc.).

**Diffusion** The spread of linguistic or cultural practices or innovations within a community or from one community to another.

**Diwali** Festival of Lights. Any day between October 15 and November 15. Participants light lamps and diyas, visit relatives, feast, and display fireworks.



**Domestication** To train or adapt (an animal or plant) to live in a human environment and be of use to humans.

**Economic** Relating to the production, development, and management of material wealth, as of a country, household, or business enterprise.

**Electoral college** The body of electors who formally elect the United States president and vice-president.

**EU** The common reference to the European Union.

**Executive** The branch of government charged with putting into effect a country's laws and the administering of its functions, e.g., United States President.

**Federalism** The idea of a federal organization of more or less self-governing units between the federal and state government.

**Feminism** The movement aimed at equal rights for women.

**Feudal system** The social system that developed in Europe in the 8th C; vassals were protected by lords who they had to serve in war.

**GATT** General Agreement on Tariff and Trade

**George Washington Carver** United States botanist and agricultural chemist who developed many uses for peanuts, soy beans, and sweet potatoes (1864-1943).

**GIS** Geographic Information System; a computer system for capturing, storing, checking, integrating, manipulating, analyzing, and displaying data related to positions on the Earth's surface.

**GPS** Global Positioning System; a system of satellites, computers, and receivers that is able to determine the latitude and longitude of a receiver on Earth by calculating the time differences for signals from different satellites to reach the receiver.

**Goods** Products that are made.

**Grid systems** Network of imaginary lines on the Earth's surface formed by the criss-crossing patterns of the lines of latitude and longitude.

**Hammurabi's Code** The set of laws drawn up by Babylonian king Hammurabi dating to the 18th century B.C., the earliest legal code known in its entirety.

**Hellenistic Era** Period of Greek history and culture from the time of Alexander the Great into the first century B.C.

**Hogan** A one-room Navajo structure traditionally built with the entrance facing east, used as a dwelling or for ceremonial purposes. Early hogans were made of earth-covered poles, with later models often built of logs, stones, and other materials.

**Homestead** Land claimed by a settler or squatter, especially under the Homestead Act.

**Human Resource** Any person and their particular abilities and skills.

**Immigrate** To enter and settle in a country or region to which one is not native.

**Imperialism** The policy of extending a nation's authority by territorial acquisition or by the establishment of economic and political hegemony over other nations.

**Indian Removal Acts** On May 26, 1830, the Indian Removal Act of 1830 was passed by the Twenty-First Congress of the United States of America. This act allowed the United States government to remove the Native Americans from their land in order for white settlers to homestead on these lands.

**Innovation** The act of starting something for the first time; introducing something new

**Institution** An established organization or foundation, especially one dedicated to education, public service, or culture.

**Insurrection** The act or an instance of open revolt against civil authority or a constituted government.

**Judicial** Of, relating to, or proper to courts of law or to the administration of justice: *the judicial system*.

**Judicial review** Review by a court of law of actions of a government official or entity or of some other legally appointed person or body or the review by an appellate court of the decision of a trial court.

**Justinian Code** The legal code of ancient Rome codified under Justinian; the basis for many modern systems of civil law.

**Labor Union** An organization of wage earners formed for the purpose of serving the members' interests with respect to wages and working conditions.

**Latitude** The angular distance north or south of the Earth's equator, measured in degrees along a meridian, as on a map or globe.

**Law** The body of rules and principles governing the affairs of a community and enforced by a political authority; a legal system.

**Legacy** Something handed down from an ancestor or a predecessor or from the past.

**Legislative** The branch of government that is charged with such powers as making laws, levying and collecting taxes, and making financial appropriations.

**Longhouse** A long communal dwelling, especially of the Iroquois, typically built of poles and bark and having a central corridor with family compartments on either side.

**Longitude** Angular distance on the Earth's surface, measured east or west from the Prime Meridian at Greenwich, England, to the meridian passing through a position, expressed in degrees (or hours), minutes, and seconds.

**Majority Rule** The concept of a democracy that the will of the majority is primary.

**Manorialism** The medieval economic system linking nobles and the peasants on their land.

**Manuel Lisa** Fur trader, born in New Orleans, Louisiana, U.S.A. Active in the St Louis fur trade, he built Fort Manuel in present-day Montana and Fort Lisa near present-day Omaha, NE (1812). He was a leader of the Missouri Fur Co. from 1808 and was sub-agent for the Indian tribes along the Missouri River (1814–20).

**Market Economy** An economy that operates by voluntary exchange in a free market and is not planned or controlled by a central authority; a capitalistic economy.

**Matriarchal** A society, tribe, or state in which the dominant authority is held by women.

**Migration** The moving from one location to another location, e.g., geese annually migrate or move to the south each fall.

**Minutemen** The Massachusetts militia which was a group of armed men pledged to be ready to fight on a minute's notice just before and during the Revolutionary War in the United States.

**Mixed Economy** An economic system that allows for the simultaneous operation of publicly and privately owned enterprises.

**Monarchy** An autocracy governed by a monarch who usually inherits the authority.

**Monotheism** The doctrine or belief that there is only one god.

**NAFTA** North American Free Trade Agreement

**Nationalism** Loyalty to a nation [region] and promotion of its interests above all others.

**Naturalization** The process of granting full citizenship to foreign-born persons.

**Natural Resource** A material source of wealth, such as timber, fresh water, or a mineral deposit, that occurs in a natural state and has economic value.

**Neolithic Era** Of or relating to the cultural period of the Stone Age beginning around 10,000 B.C. in the Middle East and later elsewhere, characterized by the development of agriculture and the making of polished stone implements.

**Oligopoly** A market condition in which sellers are so few that the actions of any one of them will materially affect price and have a measurable impact on competitors

**OPEC** Organization of Petroleum Exporting Countries

**Outsourcing** Sub-contracting American jobs to foreign countries.

**Orographic effect** The effect of mountains and large bodies of water on precipitation; creates the rain shadow.

**Paleolithic Era** Relating to the cultural period of the Stone Age beginning with the earliest chipped stone tools, about 750,000 years ago, until the beginning of the Mesolithic Age, about 15,000 years ago.

**Papyrus** A material on which to write made from the pith or the stems of this sedge, used especially by the ancient Egyptians, Greeks, and Romans.

**Patriotism** Love of and devotion to one's country.

**P.E.T.A.** People for the Ethical Treatment of Animals

**Place** One of the geographic themes, describing the cultural and physical characteristics that distinguish one location from another.

**Platonic philosophy** Philosophy based on the Greek philosopher Plato. A follower of Socrates, he presented his ideas through dramatic dialogues, in the most celebrated of which (*The Republic*) the interlocutors advocate a utopian society ruled by philosophers trained in Platonic metaphysics. He taught and wrote for much of his life at the Academy, which he founded near Athens in 386 B.C.

**Polders** An area of low-lying land, especially in the Netherlands, that has been reclaimed from a body of water and is protected by dikes.

**Polytheism** The worship of or belief in more than one god.

**Popular sovereignty** The concept that political and legislative power resides with the citizens.

**Populists** A supporter of the rights and power of the people.

**population shifts** A change in the relative numbers of the different groups of individuals making up a population.

**Producer** One who produces, especially a person or organization that produces goods or services for sale.

**Progressivism** The political orientation of those who favor progress toward better conditions in government and society.

**Pueblo** A permanent village or community of any of the Pueblo peoples, typically consisting of multilevel adobe or stone apartment dwellings of terraced design clustered around a central plaza.

**Push/pull factors** Reasons that motivate people to move to or from one location to another location.

**Ramadan** Ninth month of the year in the Islamic calendar. A fast held from sunrise to sunset is carried out during this period.

**Reconstruction** Period (1865-1877) during which the states that had seceded from the Union to the Confederacy were controlled by the federal government before being readmitted to the Union.

**Region** One of the geographic themes, defining parts of the Earth that share common characteristics.

**Relative locations** Position of a place on the Earth's surface in relation to another place.

**Relief map** A map that depicts land configuration, usually with contour lines.

**Relocation** The transportation of people (as a family or colony) to a new settlement.

**Republic** A government in which the citizens elect those who will govern.

**Reservation** A tract of land set apart by the federal government for a special purpose, especially one for the use of a Native American people.

**River Valley Civilizations** Mesopotamia, Egypt, Indus, China

**Rule** A usual, customary, or generalized course of action or behavior.

**Separation of powers** The constitutional allocation of the legislative, executive, and judicial powers among the three branches of government.

**Sequoyah** Native American man who developed a Cherokee alphabet writing system.

**Services** Work done for others as an occupation or business.

**Siouan** Of or relating to the Sioux people or their language and culture.

**Socialism** Any of various theories or systems of social organization in which the means of producing and distributing goods is owned collectively or by a centralized government that often plans and controls the economy.

**Sovereign** Self-governing; independent: *a sovereign state*.

**Specialization** The special line of work adopted as a career.

**Standard of living** A level of material comfort as measured by the goods, services, and luxuries available to an individual, group, or nation.

**Symbol** Something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible.

**Suffrage** The right to vote.

**Taxation** The action of taxing; the imposition of taxes; the judicial determination of costs.

**Temperance** Restraint in the use of or abstinence from alcoholic liquors

**Theocracy** A government ruled by or subject to religious authority.

**Tiospaye**-idea of family based on Lakota traditions.

**Tipestola** A cone-shaped Native American dwelling.

**Topographic** Graphic representation of the surface features of a place or region on a map, indicating their relative positions and elevations.

**Totalitarian** Characterized by a government in which the political authority exercises absolute and centralized control.

**Traditional Economy** An economy based on subsistence farming or providing the bare essentials.

**Treaty** A formal agreement between two or more entities, as in reference to terms of peace or trade.

**Triangular trade** A trade route that exchanged goods between the West Indies, the American colonies, and West Africa.

**Urbanization** The growth of cities and the transformation of society from agrarian to urban.

**Vassals** A person who held land from a feudal lord and received protection in return for homage and allegiance

**Verendrye Brothers** French Canadian explorers and brothers who in 1743 buried an inscribed lead tablet on a bluff overlooking present-day Fort Pierre which claimed the land for the French.

**Volunteerism** The willingness of people to work on behalf of others, without pay or other tangible gain.

**APPENDIX A**  
**More About the South Dakota Social Studies Revision Committee Members**

**Kim Bierle**, 8<sup>th</sup> Grade American History Teacher, Georgia Morse Middle School, Pierre School District 32-2  
Who's Who Among America's Teachers  
District Staff Development Committee  
District Social Studies Committee

**Roger Deutsch**, Junior High Social Science, Junior High Health, and 9<sup>th</sup> Grade Civics Teacher, Parker School District 60-4  
District Social Studies Committee Chair  
District Wellness Committee Member

**Kelly Dix**, 1<sup>st</sup> Grade Teacher, St. Joseph's Elementary School, Pierre, SD  
Kids Voting/Pierre Committee Member  
Catholic School Teacher of the Year/East River Diocese nominee

**Bob Dorton**, 6<sup>th</sup> and 7<sup>th</sup> Grade Social Studies/Geography Teacher, Custer School District 16-1

**Kristine Dunlap**, 5th Grade Teacher, Sioux Falls School District 49-5  
Site Council Member at Discovery Elementary  
SD READS Participant  
Coach, Roosevelt High School, Sioux Falls

**Denise Dutenhoffer**, 3rd-5<sup>th</sup> Grade Special Education Teacher, Aberdeen School District 6-1  
District Technology Task Force Member  
District TIMS Member  
Who's Who Among America's Teachers

**Melissa Ellenson**, 8<sup>th</sup> Grade Social Studies Teacher, Aberdeen Public School District 6-1  
School Improvement Team, Member  
District Technology Task Force, Member  
Teacher Evaluation Instrument Committee, Member  
Natural High Day Planning Committee, Member

**Tamara Faw**, 7<sup>th</sup>-12<sup>th</sup> Grade Special Education Teacher, Lower Brule Tribal School  
Extended Standards Committee, Member- Reading, Math, Science

**Karin Freiwald**, Kindergarten Teacher/1<sup>st</sup> Grade Team Teacher, Holy Rosary School, Kranzburg, SD

**Andrea Q. Frey**, 9<sup>th</sup>-12<sup>th</sup> Grade American Government and Economics Teacher, Aberdeen Public School District 6-1

District Technology Integration Mentor  
Association for Supervision and Curriculum Development, Member  
Language Arts Curriculum Committee, Member  
National Council of Teachers of English, Member

**Jan Goodrich**, 2<sup>nd</sup> Grade Teacher, Spearfish School District 40-2  
West Elementary Teacher of the Year, 2005  
Japan Fulbright Memorial Teacher Fund Program, 2004  
Delta Kappa Gamma Society, Member

**Nancy Harder**, Middle School Social Studies Teacher, Rapid City School District 51-4

**Vikki Hasche**, 4<sup>th</sup> Grade Teacher, Arlington School District 38-1  
National Board Certified Teacher Generalist/Middle Childhood  
Governor's Award for Elementary History Teacher of the Year, 2004  
Preserve America History Teacher of the Year, 2004  
Governor's New Teacher Academy Leadership Team, 2004

**Les A. Hinds**, High School World History, U.S. History, and Honors U.S. History  
Teacher, Groton Area School District 6-6  
Who's Who Among America's Teachers  
Past President of the South Dakota High School Activities Directors' Association (1994-1995)  
District Technology Committee, Member  
District Social Studies Committee, Chair  
District Scholarship Committee, Member

**Larry Holland**, High School Government and World History Teacher, Guidance  
Counselor, Howard School District 48-3

**Dustin J. Hourigan**, 6<sup>th</sup>-8<sup>th</sup> Grade Teacher, World History, Geography and U.S. History,  
Deuel School District 19-4

**James T. Kruse**, 8<sup>th</sup> Grade Social Studies Teacher, Todd County School District 66-1  
Center for Civic Education's Lakota School Violence Prevention Site, Site Coordinator

**Skip Kurth**, High School Government and Economics Teacher, Pierre School District  
32-2

**Erica Larson**, 6<sup>th</sup>-8<sup>th</sup> Grade Special Education Teacher, Vermillion School District 13-1  
Outstanding Young Educator, 2002  
Teacher's Assistant Team, Member  
Faculty Council Team, Member  
Special Education Technology Coordinator  
Who's Who Among America's Teachers  
Special Olympics Coach

**Kevin Lein**, Education Department Chair, Graduate Program Director, Dakota Wesleyan University, Mitchell, SD

Mount Marty College Hall of Fame, 2005

South Dakota Women's College Coach of the Year, 2004

NEA-SP, Advisor of the Year, 2003

DWU Faculty Professional Excellence Award, 2002

Mitchell School Board Member, 1997-2000

Mitchell Middle School, Teacher of the Year, 1995

**Tina Lippert**, 5<sup>th</sup> Grade Teacher, Sioux Falls School District 49-5

Master's Degree Reading Specialist, 2000

Who's Who Among America's Teachers

District Science Curriculum Committee, Science, Math, Staff Development, Member

South Dakota Representative Youth Environmental Action Student Forum, 1987

**Dr. Rich Lofthus** Professor of History, Mount Marty College, Yankton, SD

Faculty Athletic Representative

Who's Who Among America's Teachers

South Dakota Humanities Council Speaker

2004 Mount Marty College Distinguished Service Award, 2004

**Melinda Loy**, 9<sup>th</sup> Grade Geography and Civics and 11<sup>th</sup> Grade U.S. History Teacher, Stevens High School, Rapid City Schools 51-4

Department Chairperson

District Curriculum Revision Committee, Member

**Arthur R. Marmorstein**, Professor of History, Northern State University, Aberdeen, SD

NSU Faculty Senate, President-Elect

NSU Teacher Education Council, Member

NSU Faculty Research Committee

NSU Honorary Degrees Committee, Member

**Emmett Martin**, High School Lakota Studies, Lakota Language, and Indian History Teacher, Todd County School District 66-1

**Amy Miller**, 6<sup>th</sup>-8<sup>th</sup> Grade ELL Social Studies and ELL Math Teacher, Sioux Falls School District 49-5

**Becky Mohr**, 6<sup>th</sup> Grade Social Studies Teacher, Brandon Valley School District

National Social Studies Association, Member

South Dakota Middle Level Educator Association, Presenter and Member

Who's Who Among America's Teachers

Nominated for Middle Level Educator, 2005

Finalist/Nominated, Teacher of the Year, Brandon Valley School District



Co-writer of booklet for Minds in Motion for Middle School for SD State Dept. of Health and Education  
New Teacher Mentor

**Denise A. Ottenbacher**, 7<sup>th</sup> Grade Social Studies Teacher, Watertown School District 14-4

Social Studies Department Chairperson, 1990-Present  
Junior Scholastic Magazine, Advisory Board Member 1995-2004  
National Council for Geographic Education Distinguished Teaching Award, 2001  
South Dakota State Standards Writing Committee, 1999  
Watertown Teacher of the Year, 1997  
National Geographic Society Education Foundation Grant Recipient, 1996-97  
South Dakota Social Studies Teacher of the Year, 1994  
District Social Studies Curriculum Committee  
Making Middle Grades Work Design Team  
Watertown Middle School Literacy Coach  
National Council for Geographic Education, Member and Presenter  
National Council for the Social Studies, Member and Presenter  
South Dakota Association of Middle Level Educators, Member, Past Executive Board Member and Presenter  
Technology in Education, Member and Presenter  
National Education Association, Member  
South Dakota Education Association, Member  
Watertown Education Association, Member

**Kurt F. Permann**, 12<sup>th</sup> Grade American Government Teacher and 7<sup>th</sup>-12<sup>th</sup> Grade Guidance Counselor, Redfield School District 56-4  
South Dakota Education Association, Member  
National Education Association, Member  
Redfield Education Association, Member and Past-President

**Kimberly Poppenga**, 5<sup>th</sup> Grade Teacher, Sioux Falls School District 49-5  
Team Leader Building Discipline Committee  
National Education Association, Member  
South Dakota Education Association, Member  
Sioux Falls Education Association, Member

**Monica Schmidt**, 9<sup>th</sup> and 10<sup>th</sup> Grade Social Studies Teacher, Stevens High School, Rapid City Area Schools 51-4  
Enrolled member of the Cheyenne River Sioux Tribe, Minneconjou Band  
Taught 27 years in the Rapid City Area Schools  
Social Studies Department Chairperson at Stevens High School  
National Council for the Social Studies, Member  
District In-Service, Presenter  
South Dakota Indian Educator of the Year, 1983

**Carolyn Schuldies**, High School Special Education Teacher, Meade County School District 46-1

**Connie Sheahan**, 1<sup>st</sup> Grade Teacher, West Elementary, Spearfish School District 40-2  
Who's Who in American Education, 2004-2005  
Delta Kappa Gamma Member, 2002  
Fulbright Memorial Master Teacher Program Participant, 2002 - 2003  
National Citizenship Teacher Award, 2001  
Spearfish Education Association Co-President, 2000 and 2001  
Master's Degree - Curriculum and Instruction, May 2000  
Spearfish Teacher of the Year  
Lookout Reading Council, Member  
Kid's Voting, Chairperson

**Kristin Skogstad**, 3<sup>rd</sup> Grade Teacher, Sioux Falls School District 49-5  
District Committees: Curriculum, Technology, Report Card, Member  
School Improvement Advisory Committee, Member  
Intel Teach to the Future Program, Senior Trainer

**Catherine A. Sladky**, 6<sup>th</sup> Grade Teacher, John Paul II Elementary School, Mitchell, SD  
JPPI Advent Committee, Member  
JPPI St. Francis Day Animal Blessing Committee, Member  
JPPI Diocesan Award Committee, Member

**Harold Sorknes**, Associate Professor of Education, Dakota State University, Madison, SD  
National Council for Social Studies  
National Education Association  
National Middle School Association  
South Dakota Education Association  
Member of committee to validate Social Studies content test from Educational Testing Service for Middle School Social Studies teachers in South Dakota

**Julie Thomas**, 1<sup>st</sup> Grade Teacher, Sioux Falls, District 49-5

**Lynn Tribby**, 5<sup>th</sup>-8<sup>th</sup> Grade Special Education Teacher, Meade School District 46-1  
Middle School Yearbook Advisor, Sept. 2001-May 2005  
Delta Kappa Gamma, Member  
Meade School District Teacher of the Year, 1999  
Special Education Teacher of the Year, 1998

**Kenneth Lance Vander Vorst**, 7<sup>th</sup> -12<sup>th</sup> grade Social Studies Teacher, Herreid School District  
Who's Who Among America's Teachers (Multiple Honoree)  
South Dakota Secondary History Teacher of the Year, (2003) State Historical Society  
Teach Vietnam Teacher's Network, (2003) Vietnam Veterans' Memorial Fund

Coordinator - Campbell County Veterans' Memorial

**Carolyn Westby**, 2<sup>nd</sup> and 3<sup>rd</sup> Grade Teacher and Elementary Principal, Holy Rosary School, Kranzburg, SD

**Daniel E. Woodle**, 4<sup>th</sup> Grade Teacher, Brandon Valley School District 49-2

**APPENDIX B**  
**RESOURCES REFERENCED**  
**BY THE SOUTH DAKOTA SOCIAL STUDIES CONTENT**  
**STANDARDS REVISION COMMITTEE**

**SD Content Standards for K-12 Social Studies**

*South Dakota Social Studies Standards*, 1999

**Other State Content Standards for K-12 Science**

*Alabama Course of Study Social Studies:*

<http://www.alsde.edu/html/sections/documents.asp?section=54&sort=8&footer=sections>

*History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve:* <http://www.cde.ca.gov/re/pn/fd/documents/histsocsci-stnd.pdf>

*New York Learning Standards for Social Studies:* <http://www.education.ky.gov>

**Professional Publications**

*Assessment Framework: 2006 National Assessment of Educational Progress in Economics* (2002). Washington, DC: National Assessment Governing Board.  
[http://www.nagb.org/pubs/econ\\_fw\\_06.pdf](http://www.nagb.org/pubs/econ_fw_06.pdf)

*Civics Framework for the 1998 National Assessment of Educational Progress* (1998). Washington, DC: National Assessment Governing Board.  
<http://www.nagb.org/pubs/civics.pdf>

*Curriculum Standards for Social Studies* (1994). Washington, DC: National Council for the Social Studies. <http://www.socialstudies.org/standards/>

*Geography Framework for the 1994 and 2001 National Assessment of Educational Progress* (2001). Washington, DC: National Assessment Governing Board.  
<http://nces.ed.gov/transfer.asp?location=www.nagb.org/pubs/gframework2001.pdf>

*National Council of History Standards* (1996). Los Angeles, CA: National Center for History in the Schools. <http://nchs.ucla.edu/standards/>

*National Content Standards in Economic* (1996). New York, NY: National Council of Economic Education. <http://nchs.ucla.edu/standards/>

*National Geography Standards: Geography for Life* (1994). Jacksonville, AL: National Council for Geographic Education. <http://www.ncge.net>

***National Standards for Civics and Government*** (1994). Calabasas, CA: Center for Civic Education. <http://www.civiced.org/stds.html>

***U.S. History Framework for the 1994 and 2001 National Assessment of Educational Progress*** (2001). Washington, DC: National Assessment Governing Board. <http://www.nagb.org/pubs/hframework2001.pdf>

## APPENDIX C

### Annotated list of South Dakota Social Studies Resources

#### **Organizations**

<http://www.nationalgeographic.com>

National Geographic Society website. Includes lesson plans.

<http://www.ncge.org>

National Council for Geographic Education

<http://www.ncss.org>

National Council for the Social Studies

<http://www.nmsa.org>

National Middle School Association

#### **Websites**

<http://www.cradleboard.org/main.html> “The Cradleboard Teaching Project turns on the lights in public education about Native American culture - past, present, and most important for the children - the Future. It comes out of Indian country, and reaches far beyond, into the mainstream classroom and into the future of education.”

[www.ilstu.edu/microcam/map\\_projections/](http://www.ilstu.edu/microcam/map_projections/) Has examples of map projections.

<http://thomas.loc.gov/> Home of the 106th Congress. Get up to date legislative information as well as the congressional record. Want copies of historical documents? You can get them at this site.

<http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/P/Populations.html> Population information and an explanation of the demographic transition.

<http://www.pbs.org/wgbh/nova/hotscience/> Great site with physical geography activities for students.

<http://www.westegg.com/inflation/> Want to know just how much the dollar was worth in 1800? Check out the inflation calendar. Easy to use, with shocking information.

<http://www.census.gov/ipc/www/idbpyr.html> Access population pyramids from any country from 1950-2050. Great site to stimulate critical thinking.

<http://worldtime.com/> Interactive site that allows students to see earth-sun relationships around the globe. Click on **access the service's main page**.

<http://www.visi.com/juan/congress/> Want to email your congress member? This site is a database of contact information.

<http://memory.loc.gov/ammem/collections/finder.html> This site is maintained by the U.S. Government and has resources and activities on a variety of topics.

<http://memory.loc.gov/ammem/cwphtml/cwphome.html> Contains over 1000 Civil War photographs.

<http://www.pbs.org/wgbh/nova/pyramid/explore/> Take a virtual tour of the Egyptian pyramids.

<http://geography.miningco.com/education/geography/> Great site with links to hundreds of historic and geographic sites. Check out the Country Studies link for comprehensive information on countries around the world.

<http://terraserwer.microsoft.com/> Aerial views of different regions and sites around the world.

<http://www.lifemag.com/Life/pictday/pictday.html> This is Life magazine's picture of the day. This site could be used as a springboard for current events discussion.

<http://www.historychannel.com/classroom/index.html> This site offers free teaching materials that supplement History Channel movies. Find out what happened in recent decades or what happened on your birthday.

<http://www.virtualtourist.com/> Click on an interactive map of the country or city of your choice anywhere in the world. Do you need pictures for a multimedia project? This site has pictures from all around the world.

<http://www.xe.net/ucc/> Quick currency exchange.

<http://thomas.loc.gov/> Home of the 106th Congress. Get up to date legislative information as well as the congressional record. Want copies of historical documents? You can get them at this site.

<http://demography.anu.edu.au/VirtualLibrary/> This site has links to demographic studies of hundreds of places. Great for geographers!

<http://www.banknoteworld.com> Get pictures of a country's currency at this site.

<http://www.geopedia.com> Information about countries.

<http://www.mciworldcom.com/marcopolon> This site has links to teacher tested sites.

[http://www.uwsp.edu/geo/faculty/ritter/interactive\\_climate\\_map/climate\\_map.html](http://www.uwsp.edu/geo/faculty/ritter/interactive_climate_map/climate_map.html) Interactive climate map. Click on the city and see a climograph for the city.

<http://uscis.gov/graphics/exec/natz/natztest.asp?FormMode=INITIAL> Immigration and naturalization site. You can take the naturalization test at this site.

<http://uscis.gov/graphics/exec/natz/natztest.asp?FormMode=INITIAL> Great site for maps.

<http://uscis.gov/graphics/exec/natz/natztest.asp?FormMode=INITIAL> Williamson County Schools website filled with earth science/physical geography lesson plans.

<http://www.timezoneconverter.com/cgi-bin/tzc.tzc> Time zone converter. Great fun.

<http://www.cis.ksu.edu/~dha5446/topoweb/guide.html> Want to learn about topo maps.

This site is a great guide with many examples.

[http://www.historywise.com/lp\\_lessons\\_on\\_the\\_series.htm](http://www.historywise.com/lp_lessons_on_the_series.htm) Mt. Rushmore Lesson Plans  
(search will bring up countless sights for various grade level topics connected to Mt. Rushmore)

[www.greatwomen.org](http://www.greatwomen.org) (biographies)

<http://www.hud.gov/kids/field1.html> Field Trip through a Community: HUD

<http://bensguide.gpo.gov/k-2/index.html> Kid's guide to government: Government  
Printing Office

[http://marcopolo.tie.net/html/learning\\_links.htm](http://marcopolo.tie.net/html/learning_links.htm) Marco Polo South Dakota

### **Books and Resources**

Chapin, J. R. (2003). *A practical guide to middle and secondary social studies*. Boston: Allyn & Bacon.

Conner, G. (2003). *Then and Now*. New York: Newbridge Educational Publishing

Freeman, M. (1999) *A Bird's Eye View*. New York: RandMcNally & Company

Hoge, J. D. (1996). *Effective elementary social studies*. Belmont, CA: Wadsworth.

Kehoe, Stasia W. (2000) *I Live in a Town*. New York: Rosen Publishing Group

Kehoe, Stasia W. (2000) *I Live in a City*. New York: Rosen Publishing Group

Kehoe, Stasia W. (2000) *I Live on a Farm*. New York: Rosen Publishing Group

Lucca, M. (2001). *School Today and Long Ago*. Washington, DC: National Geographic

Mahood, W., Biemer, L. & Lowe, W. T. (1991). *Teaching social studies in middle and senior high schools*. New York: MacMillan.

Martin, C. (2001). *We Vote*. New York: Newbridge Educational Publication.

Maxim, G. W. (2003). *Dynamic social studies for constructivist classrooms(8<sup>th</sup>)*.  
Columbus, OH: Pearson, Merrill, Prentice-Hall.

Sweeney, J. (1996). *Me On The Map*. New York: Scholastic

Welton, D. A. & Mallan, J. T. (2001). *Children and their world: Strategies for teaching social studies(7<sup>th</sup>)*. Boston: Houghton-Mifflin.